Break

Lions to eat people

Round and warm and brown as a coffee bean, Paulo Freire, Brazilian educationist and revolutionary, came to York University last weekend, an exile on the green English campus, by the willow trees on the lake. He was exiled from Brazil in 1964 and from Chile in 1969 because of the spectacular success of work based on his philosophy among illiterate South American peasants.

His adult literacy programme in Brazil was based on the premise, later developed in books heavy with jargon and abstract theory, that education is cultural action for freedom, that literacy only has value as a positive step towards liberation for the underprivileged of the world.

He scorned the readers, the Latin American equivalent of *Janet and John*, and began instead with words like *favela* (slum), not just for its linguistic roots but because it was part of the life of those he worked with, a background that literacy would help them to change. The educator, he maintains, must learn from those he is teaching, become one with the oppressed rather than an emissary from the oppressor.

After a spell at Harvard, he is now education consultant to the World Council of Churches in Geneva, cut off from most of the real work in the Third World he could best do, though he has been encouraged by recent visits to Africa, and especially Guinea.

For the most part he is doomed to wander the world as a visiting guru, victim of airport coffee (the ultimate lure for a Brazilian), nervous of tape recorders because of the police, but honoured guest of the academic establishment that figures as an enemy in his books.

At York, academic power in the person of Freire's host, the vice-chancellor, seemed notably unalarmed by the message or its author. "I've told the students that it's up to them to do something about it", observed Professor Maurice Carstairs mildly. Perhaps they should form their own learning groups.

Paulo Freire himself admits that there is little prospect of starting anything like his literacy programme in England. What he could offer the students at his seminar was some of the political education that lay behind it.

"They have no sense of history", he observed of young revolutionaries here who proclaim that all reform is useless until the system is changed, since it will only prop up the existing rotten system.

"If the revolution does not come in my time", he said, "and I still hope it will, I would hate it to be said of me that I did nothing."

For the several hundred disciples, by no means all from York, who packed his seminar, the guidance on what could be done to carry out his work here was not always encouraging. "I am not a pessimist, but not naively optimist."

"The system of education does not shape society, society shapes the system. We do not work in the air, but in a concrete way in the structure of society. Our choice is not an educational one but a political one; we do not have educational progress, but political or cultural. The question is how to use some free space according to our choice, sometimes in opposition to the choice of those who have power."

But there were limits to how far you could go with that. "In history the ruling class never committed suicide. Because of that a radical system of education cannot be put into practice before a radical revolution of society. It would be very naive to expect a ruling class to put into practice a kind of education which makes them obsolete."

For an Irish nun training in adult education to work in County Clare, and a community worker worried about developing critical consciousness within a government structure ("how can you make contact with a community when you have been employed to reverse trends of vandalism and rent arrears?") he had similar advice:

"Learn with the community, they know much more than you how to organize themselves. Work with them and learn their language and the structure of their thinking, or it is not possible to establish communication."

Even then it was difficult to avoid becoming a tool. "The ideology of the ruling class is that those who do not have power do not know how to organize. So they have to domesticate some young people for social work to go and organize. This activity ends up being an invasion."

Was it possible that this seminar was all part of the domestication process? A student from Manchester crystallized the dichotomy: "We're all petit bourgeois. The majority of people in radical politics are the sort of people who know what's best for everyone all round the world. The role of those in universities in the western world should be to get those on the side of the oppressors into solidarity with the oppressed, but the intellectual role of universities is to train them to plan the oppressions. It makes one wonder why universities put on seminars like this."

"Because it's full of contradictions", said Professor Ian Lister, deschooler turned head of York's department of education, and the man who put on the seminar.

It was Ian Lister who raised the question of what role the teacher in the school could play. Very little, according to Freire, apart from trying to avoid despair or cynicism and, once again, to discover free space in which to do something.

He went on to join in the university clothing. "Universities", said Professor Freire, "are turning into supermarkets where students come to buy and eat knowledge. The consumption of knowledge has to do with the capitalist system."

He isn't against all universities, but one of his current preoccupations is trying to persuade African leaders not to create universities on the old model. "You must create from bases according to the social praxis you have now", he tells them. "If you create universities on the old patterns, you are creating lions to eat the people."

Truly, it would be easier for a camel to pass through the eye of a needle than for an educated radical to break free from the oppressors to join the oppressed.

"No need to apologize, Taylor, we know all about the South African plot to discredit you."

Boys of puff and lots of concentration at the first National Schools Brass Band Festival at Central Hall, Westminster, last Saturday when 260 players from 15 different schools joined in a massed band conducted by Harry Mortimer.

Shadows over a highland oasis

Gordonstoun, school for the famous, renowned for physical prowess, is branching out this summer with a special English language summer school designed to attract the scions of the Middle Eastern oil potentates.

Three weeks of language tuition, adventure training, culture, tourism and fun—including trips to Balmoral and Loch Ness—for £500 not counting fares. "Though we are negotiating a contract with Middle East Airlines", the school's controller, John Ruscoe, said.

The idea is to make profitable use of the school's plant during the summer, and "to spread the gospel" particularly since, Mr Ruscoe says, the school feels it may be "under pressure of closure by the government at any moment". A quarter of Gordonstoun's 435 regular pupils come from abroad in any case.

The trouble is that, with two months to go, while they have had a great many inquiries, some of the 160 places are still unfilled. They have bookings from France, Spain, Italy, Brazil, Germany, "the prince of Hanover's son is coming, you know", and Thailand—but not from the target area. "While we were mainly after the Arabs, we felt we had to 'throw it open'", Mr Ruscoe said.

He described the lack of booking from the Middle East as "a slight administrative ration", and said that they have to consider, "sending one out" to firm things up, school's publicity agent. Mr Ruscoe was taking the comfortable that, "in our experience the tend to book up the last What are you doing for the mer, Abdullah? Better climb a few mountains", the of thing." Mr Ruscoe thought the fixed sterling price course at a time when the was sliding in the exchange kets might be the reason gentlemen are hanging on money".

But then Mr Ruscoe evidently expecting this year's mer school to show a "We're not stupid, I like while Mr Raitt sees the course as a long-term in "We aim to market the over a period of years."

The scheme was given a boost last term when the John Kempe, went on a tour of the Middle East. you could say it cost the under £100", Mr Raitt said East Airlines helped with ticket on a trade exchange Kempe was housed and fed parents of Gordonstoun during the nine-day trip.

Afterwards Mr Raitt glowing newsletter: in Saudi Riyadh, apparently, Mr Kempe many leading Saudi figures ing, shaikhs and princes Bahrein, "he met a large influential people from all life . . .". In Iran, "at a by a parent over 40 present at dinner . . .".

"We are confident", the ter continued, "that the we have made in launching project will prove as good Gordonstoun as it will under be for the boys who participate the summer school". Lucky Allah.

Arjo

Next week

Neville Bennett and **Noel** whistle in conversation **Jerome Bruner**, Leonard Marsh, Joslyn Owen and Vincent Rogers about the content and implications of research on teaching styles and pupil progress.

Gabriel Chanan on the work of Hannah Arendt.

Books: Antonia Byatt on Jane Austen; Preston King on social justice; Pierre Wattel on the general strike; a special report of resigns of academic books in the Arts. Bryan Thwaites on mathematics teaching; technology textbooks.

TES Extra: Audio-visual review.

THE TIMES Educational Supplement

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FIRST PUBLISHED

Defiant Tameside Tories race to sort it out themselves

by Philip Venning

The Tory-controlled Tameside education authority could bring in teachers from outside the area if local teachers and council workers continue their boycott of the authority's plan to keep grammar schools. Mr Tom Grantham, leader of the council, said on Wednesday that teachers and other volunteers from inside and outside Tameside had written offering their help; if necessary he would be prepared to take up those offers.

But it now looks increasingly likely that Mr Fred Mulley, the Education Secretary, will put pressure on the council to drop their plans before them.

It has become a race against time, with the Tory council out their revised admissions procedure through before Mr Mulley takes action? If so, Mr Mulley will find it much harder to intervene: the 2,100 children aged 11 who were to have gone to comprehensives will have had their school allocations changed twice. To change them a third time will be difficult.

Last week Mr Donald Thorpe, chairman of the education committee, turned down an invitation from Mr Mulley to meet him. But on Wednesday Mr Thorpe contacted Mr Mulley, informing him that the full council would be discussing their education plans next Tuesday (this first day possible under standing orders) and that he would be willing to see Mr Mulley sometime after then to explain the plans.

By this time the Tories' revised admissions procedure should be nearly complete. On Tuesday this week, parents of 11 year olds in Tameside received letters from Mr Thorpe and Mr Grantham, which had been sent out privately from an estate agent's office because of a boycott by teachers, unions and local council workers.

The letter offered parents the chance to take up 250 places at Ashton and Hyde grammar schools, which were to have become sixth form colleges in September.

It also asked parents if they were happy with the school to which their child had been allocated, and whether they wanted to change the allocation. In the case of the grammar schools selection would be based on "professional guidance and parental choice." The teachers' unions have already made it clear that they will not cooperate with any attempt to assess their pupils, so the professional guidance is likely to come from those teachers who are helping the council.

Replies have to be in by next Friday. By 10.00 am on the morning when parents received the letter replies were pouring in to the offices used as a temporary headquarters in Ashton-under-Lyne, according to Mr Grantham, and manned by volunteers.

Last week Mr Mulley sent a strongly worded letter to the council asking for details of their plans and warning them that he had powers under Section 68 of the Education Act to intervene if he judged the authority to be acting unreasonably. But speaking at the conference of the National Association of Teachers in Further and Higher Education last Saturday, he said that he could not do anything until he had been contacted by the authority and until the Tameside council had taken a formal decision.

On Tuesday, members of the National Association of Head Teachers (which, with the National Union of Teachers and the National Association of Schoolmasters, invoked the disputes procedure a fortnight ago) sent to the Department of Education and Science a copy of Mr Thorpe's letter to parents.

The NAHT suspect the council may be acting illegally by not issuing Section 13 notices because the schools would be significantly changing their character. If such notices had been published, the scheme would have to be delayed considerably to allow for parents' protests to be taken into account. But the legal position is not clear.

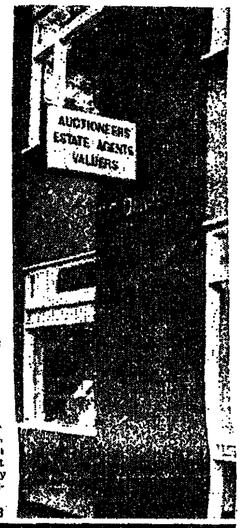
The dispute in Tameside arose because the council changed control at the recent local elections. The previous Labour council had drawn up plans to go comprehensive in September this year, and had gone through the Section 13 procedure. Everything was ready for the changeover—buildings had been altered, teachers had been appointed and children told the schools to which they had been allocated.

The Tories however were elected on a platform which included keeping the grammar schools, and they immediately decided to drop the plan. The teachers' unions argued that it was too late to stop the change and invoked the disputes procedure which should have frozen all moves by the new council. But last week the Tories said that they would not be abiding by the disputes procedure.

continued on page 3

The alte... education plan

The estate ag... at Ashton under Lyne (below) where volunteers (left) this week started to sift through parental applications for the reprieved grammar schools.



Worse before it gets worse

The latest instalment in the serial story of economic decline, which masquerades as the contemporary history of Britain, threatens another round of cuts for education. With the pound in a state of free fall and a Treasury whose credit is rapidly draining out, there are confident, though cynical, expectations that as soon as the Trades Union Congress have been persuaded to ratify Mr Healey's wage/tax deal, another round of public expenditure reductions will be unveiled. If these expectations are borne out, education will certainly not emerge unscathed, and the axe will once again fall on scars which are still livid from previous operations.

What enormously complicates the issue, of course, is the Government's precarious parliamentary position. Even if the TUC vote on June 16 is favourable, there is no knowing how the pay policy would stand up to a vigorous left-wing attack when the Government appear to double cross their union backers. More cuts must adversely affect employment. The construction industry, for example, could only suffer from a moratorium on local authority building work—including the £186m school building programme due to start during the current year—which is the kind of instant saving to which governments regularly turn on these occasions.

More immediately pressing, and nearer home, is the latest circular from the Department of the Environment, which reports that local authority budgets appear to be running some £350-450m ahead of the guidelines used in last year's rate support grant negotiations. Part of this arises from a miscalculation of the 1975-76 figure for spending by local authorities, which turns out to have been more than was forecast (not, as it happens, for education but for other services). The preliminary figures produced by the local treasurers suggest that education spending is going to be over the top by £135m, or 3 per cent, unless it is further reined in.

From the government's point of view this does not mean asking for a further cut, only for local authorities to stay within limits which have already been laid down. It will be recalled that the quick survey carried out by the *TES* at the end of March indicated that education had done slightly better than expected. Perhaps this is the consequence.

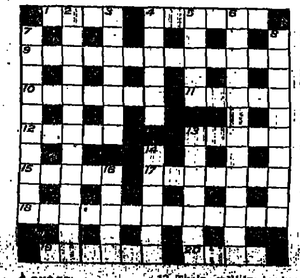
How this £135m of overspending is distributed between the 105 local authorities is as yet unknown—the figure itself has still to be checked and refined—but it is likely that circumstances may differ widely from one area to another and, therefore, that the corrective action may be far from uniform. No doubt the first action of new councils elected in last month's local elections will be to cast a weather eye at their inherited budgets, and seek to prove their own virility by a new clamp down.

It goes without saying that none of this bodes well for teachers' jobs, nor yet for harmonious relations between teachers and their employers. But then it is not likely that education spending and teacher employment will exactly flourish if the pound goes down the slot in a general economic collapse which carries the Government away with it, either.

No comment

The War pack will be studied by the fourth year groups. All aspects of the First and Second Year Wars and intra-national attitudes and relationships are involved—from a prospectus for a European experience week at a Newcastle comprehensive.

Crossword No 1,035



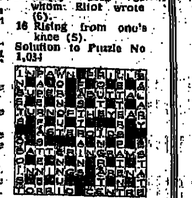
Across

1 Additional writing the morning after (4).
4 The mail boat measures the heat (6).
9 The bloom of ardent love ? (7, 5).
10 Inverted signals of the bookmaker show manoeuvring scheme (7).
11 One fewer for a tithe (5).
12 Their calling is in devotional direction (5).
13 "Before the —— came to Rye or out to Severn strode" (Kipling) (5).
15 Is hot outside the lift (5).
17 Is close to the bone (7).
18 Coached of course for a particular type of running (7, 6).
19 Not what the S.M. means when he shouts 'Shun' (6).
20 Sounds like a stingy expression (4).

Down

2 In which notable works are stored (5, 8).
3 Drinks for actors in *The Tempest* (7).
4 Strong man who believes in sunburn ? (6).
5 Distinction in French (5).
6 Provides a short cut to the green (6, 7).
7 Do they show up stains on the boards ? (10).
8 A change in rent disorder (10).
13 Appropriate platform for the Beak (5).
14 Empty zeal of whom Eliot wrote (6).
16 Rising from one's knee (5).

Solution to Puzzle No 1,034



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Maths teasers

8	1	6
3	5	7
4	9	2

Make your own magic squares

The magic square made with the numbers from 1 to 9 was known to Chinese mathematicians more than 4,000 years ago.

(i) Use it to show that any set of nine consecutive numbers can be made into a magic square.

(ii) Show that any set of nine numbers forming an arithmetic progression can be made into a magic square.

(iii) Make a magic square with this set of numbers: 5, 8, 11, 14, 17, 20, 23, 26, 29.

(iv) Make a magic square of your own by choosing your own set of nine numbers in arithmetic progression.

(v) You can make a magic square of your own with numbers that do not form an arithmetic progression, by choosing any number greater than 5 for the central cell, and filling the two diagonals with numbers that form APs whose common differences are not in the ratio 1 : 2 or 1 : 3, and then completing the square.

These logs are not for burning:

Using logarithms to the base 10, find x, given that $\log(\log x) = 2$.

Find y, given that $\log(\log y) = 10$.

Calculate whether x or y is the larger number.

Sharing Apples

Peter and Paul were sharing apples, when they found that there was an odd number of them. Rather than split an apple, they cooked the extra apple.

Peter then said to Paul, "I gave you three of my apples, so you would have twice as many as I have left." Paul said to Peter, "If I give you four of my apples, you will have three times as many as I have left."

(a) One of the boys had made a mistake in his calculations. Which one was it?

(b) If the boy whose calculations were correct had the extra apple, how many did each have?

(c) If the boy whose calculations was wrong had the extra apple, how many did each have?

D. B. Eppstein

Public purse overstretched?

More cuts in the education service now seem certain. First returns from local authorities show they might be overspending by £450m this year, £135m of it on education. page 3

Fight on

Lecturers at the first NATFHE conference pledged themselves to fight all compulsory redundancies, while Mr Mulley again emphasized that teachers could not be treated as a privileged group page 5

Sit down demos

Student teachers put in some practice for their enforced idleness later in the year when up to 15,000 of them will be unable to find a job in school. Stephen Cohen reports on the teacher student sit-ins page 5

Painting them white

Ronald Fletcher argues that what we need to aim for is a non-racial, not a multi-racial society page 24

Foreign, page 12
Denmark's new comprehensive system will allow parents and pupils to decide on streaming and examinations. Mike Duckenfield reports.

Books, pages 21-28
A. S. Byatt on Jane Austen; Charles Rycroft on psychology; education, history, technology, higher education arts books.

Resources, pages 29-30
Adrian Hope on 'A-V at work'; Peter Green on the shortage of appropriate materials for design education; Elizabeth Matterson on new play equipment.

Talkback, page 31
Harry Stanton on the critics of education; Derek Merrill and John Freeman on community studies; Nick McCarty on the children of Cyprus.

Arts reviews, pages 78-79
Hilary Finch on Afro-Caribbean culture; John Peter on theatre; Robin Maconie on music; Christopher Griffin-Beale on access television; Carolyn O'Grady on a new programme for parents.

Leaders, page 2; Personal column, page 4; Letters, pages 14, 15; Sport, page 16; Break, Crossword, Bridge, page 88.

Questions of style

Neville Bennett discusses the content, treatment and implications of his book on teaching styles and pupil progress with Jerome Bruner, Noel Entwistle, Leonard Marsh, Joslyn Owen and Vincent Rogers pages 17-19

A philosopher for our time

Gabriel Chanan writes about Hannah Arendt, a writer and thinker he considers undercestimated in Britain page 20

TES Extra:

Inter Navex at Caxton '76

Articles on developments in modern communications; television, film-making and photography; pictorial aids pages 39-50

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Gentlemen v Players

The Adult Literacy Resources Agency have reported 60,000 students already enrolled and 40,000 volunteer tutors recruited. At first sight the figures suggest the literacy campaign has taken off successfully and is capable of sustained flight. The tone of Frances Hill's article, *Keen, but can they teach . . .?* (page 8), is much more guarded. For her, and some of those she spoke to, the campaign is already showing the predictable stresses of an under-financed educational prototype, crewed by amateurs—strong on good intentions but weak on design.

The clue to this professional disenchantment with volunteer effort (and admittedly some volunteer failures in technique and stamina) is revealed in the pleas for more research into what "literacy" means and what it is for. The tacit assumption of these pleas appears to be that once the professionals have pronounced, at leisure, a diagnosis and a course of treatment (or, of course, a prophylactic against illiteracy in adolescence, which would make the adult remedial work redundant), the treatment would be administered by professionals, and the volunteers would find other causes to espouse and energize about. (Perhaps the best case for using volunteers is that they will not agonize about what literacy is for.)

If Frances Hill is right education-ists seem to be making claims to a unique competence in providing solutions to problems which are not wholly educational. The clients of the literacy campaign are out of schooling and, one can safely assume, mostly disenchanted with their experiences of schools, teachers and formal education. Presumably an illiterate lorry-driver knows why he wants to be able to read. There is no case as yet for the presumption of professional educators not only to tell him why he wants to read but to claim that they are the only people to teach him.

Adult illiteracy will be around for a long time. Unfortunately the education industry seems certain to produce an assured proportion of illiterates and semi-literates for years to come. Norman Sykes is right to point to the inadequacy of the Department of Education and Science's commitment to helping the adult who is incompetent in at least two of the three Rs. An assurance of at least five years' funding for the agency rather than another two years' grace might do much to persuade both volunteers and professionals of the value of their efforts.

No one in his right mind would now ask for £100m a year for the adult non-readers. This is not the time to sniff at a mere million, whatever the dollar exchange rate may be, but it is pertinent to compare what is offered to the illiterate with what is spent on, say, a student of the Open University—or any other university for that matter.

The professionals are right to press for a firmer Government commitment to the literacy programme. It would be wrong to dismiss the value of the volunteer element of the programme after only one year of encouraging people to learn, in their own ways, from each other.

Mene mene tekel upharsin

It is hardly surprising that Brian Close's recall for the first Test match has been greeted with derision. The selectors have panicked in the face of the West Indian pace attack, and decided to recall a 45-year-old iron man from Yorkshire, whose personal record in international cricket is mediocre and who, whatever else he is, is clearly not as young as he used to be. Instead of looking for a promising youngster and using the present series to bring on a new talent, they have gloomily concluded there is no one coming along who can do as well as a middle-aged ex-hero of unsuccessful battles long ago.

It is one thing to attack the selectors for lack of nerve, but what if their judgment is correct? Over the last 20 years central and local government have spent an increasing amount of money subsidizing youth sport, including cricket. Is this all there is to show for it—an obvious paucity of up-and-coming players capable of playing fast bowling or resisting the flippant seduction of the one-day, limited overs, game? What is the reason? Is it television, or the attraction of other leisure activities, or impatience with the discipline of the national sport? Or is there, as some eager reactionaries would have it, just a debilitating conflict between a prevalent educational gospel which deplores competition and the single-minded ambition required for top achievement in any sport?

It is obvious, of course, what the instant educational answer to the loaded rhetorical questions would be—you can almost hear the Caledonian tones of the NUT's perpetual ex-president proclaiming the need for yet more sports centres, better cricket nets, more coaches per batsman, longer training for coaches, a better salary structure for coaches, assistant coaches and ancillary coaching staff, a new examination structure in which no one could get bowled out or stumped. As for Mr Dennis Howell, he seems to have two alternatives—unmask Holder and Co as Rhodesians in disguise or put England's embarrassment down to a South African plot.

Closed shop again

It is only to be expected that recent industrial relations legislation should cause the teachers' unions to look again at their attitude to the closed shop. The first to do so publicly, the National Association of Head Teachers (page 4), have reaffirmed unanimously their opposition to the closed shop as a basic principle of their association. The speeches from the floor echoed this theme with considerable vehemence, and conveyed what till now might be called the traditional attitude of the teaching profession.

What remains to be seen is whether the National Union of Teachers still adopt this line. It was, of course, the NUT under the leadership of Mr Ronald Gould, who stood out against the attempt of the Labour-controlled Durham County Council, to make all their teachers join a union in 1951. NUT members went on strike, and eventually the then Labour Minister of Education, Mr George Tomlinson, intervened with a formal direction to Durham to stop demanding union membership.

Now, as members of the TUC, the NUT are less likely to take their stand on professional principle, and more likely to have an eye on the main chance. As by far the largest teachers' union they could hope to benefit from a union membership requirement and, particularly, to build up the membership in secondary education where they face competition from the traditional secondary teachers' associations.

As yet there seems no evidence that union members want to import the closed shop into education, nor yet that they have come to terms with what it might mean for them as professionals to exploit their union power in this way. And anyway, the teacher's qualified status is the exclusive ticket which protects his craft from invasion by cheap alternative labour.

Play's the thing . . .

Virginia Makins on research into the importance of play

Play, as we all know, is a very serious business. Indeed, it is one of the important ingredients in the evolution of our species. Children learn and develop through play, and many effective and productive adults bring a surprising amount of playfulness to their work.

In formal education, we have found it remarkably difficult to harness children's play to the business of learning. Successful practitioners have done it for centuries—but they have been less successful at passing on just what they do. Their message can be transmuted into the kind of "progressive" education Sir Alec Clegg describes as "wet playtime all day long".

One difficulty is that if play is to be a powerful stimulus for invention and problem-solving, the inventions and solutions usually involve a good deal of toil and sweat.

> "The production of creative surprise demands masterful control of the medium. It is not the product of a spontaneous seizure, an act of sudden glory. Music and mathematics give gifts to the well prepared. So, too, poetry and engineering. How curious that surprise grows in the soil of grinding work. A woman at a dinner party is alleged to have said to Alfred North Whitehead, 'We are all philosophers, you know.' 'Yes', he agreed, 'like some of us spend all day at it.'"

This extract from Jerome Bruner comes from a fat new symposium, *Play: its role in development and evolution*, edited by J. S. Bruner, A. Jolly and Sylva (Penguin, £2.75). They have brought together a wide range of material, with the solid stuff of scientific and academic journals lightened by a few extracts from writers and poets. If (heaven forbid) you read it from cover to cover, you would probably end up with most of what is known, and much speculation, about the most emotive word in the education lexicon—from the horses' mouths.

Dipping in gives rise to many complicated and often contradictory thoughts about how we educate the young. Playfulness is a main characteristic of higher species—top monkeys, dolphins, men. People (and monkeys and no doubt dolphins) are much cleverer at discovering solutions to problems if they are allowed to play about with materials that help in the solution first. They are less likely to get fed up with a problem, and give up, if they approach it playfully.

And they do not care about bribes—monkeys do just as well at discovering how to combine sticks into a rake if the target is not some delicious morsel. If the goal is too attractive, they may get frustrated. Or they may forget all about the bribe in the fun of solving the problem. In play, it is means that count, not ends.

An important thing about play is the way it frees people from tension and alarming consequences. The Opics' work on children's games shows how apparently pointless games can allow quite daring social contacts for shy children.

Play allows children to experiment beyond their real level of competence and development. "In play a child is always above his average age, above his everyday behaviour: in play it is as though he were a head taller than himself", writes L. S. Vygotsky. (The converse of that, of course, is the reassuring effect of baby games on children who have high standards set for them.)

Yet a lot of the games people invent are highly competitive, and create pressure and tension. Nor are the consequences always trivial—one theme of this collection is "deep play" where the stakes are enormous—as in Russian roulette or drug experiments or (described by Clifford Geerz) the alarming betting around Balinese cockfights. Games reflects society—the Tangu of New Guinea, a cooperative lot, play a game called Takatek where the aim is to provide equal shares for all. Very different from Western zero sum games, where we must have winners and losers.

Of course, children do not spend all their lives at play. Children are perfectly clear when they are playing, and check if there is any doubt. Catherine Garvey, looking at pretend play, gives an example. One child says "I want to go to the post". "Really?" asks the other. The first grins and says "No, pretend". And they go on with their game.

Even in highly imaginative play reality imposes itself. W. H. Auden describes an imaginary lead soldier which, he says, took up most of his waking hours between the ages of six and 12. "Since it was a private world, theoretically, I suppose, I should have been free to imagine anything I liked, but in practice I found it was not so."

For example, he had to find a winding engine. "I could choose whether mine should be drained by a pump or an adit, but magical means were forbidden. . . . Even in an imaginary world a child cannot escape the law of machines, namely that efficiency of function takes precedence over beauty of appearance."

A certain amount is known about what prevents children from playing, and so from becoming intellectually and socially competent—starvation from either protein or affection, for example. Occasionally it is easy to detect exactly how play is contributing to development—whether it is young chimps fiddling with sticks and grass before they get old enough to stick them into holes to catch termites, or young children playing about with sounds and grammatical structures when they are learning to talk.

But in general (as Bruner's important essay on the nature and uses of immaturity makes plain) it is difficult to detect just what kind of play and games will promote the arts and responses we will need to survive in our manmade and rapidly changing world. We could almost certainly make better use of the available knowledge. Bruner himself is directing a project, funded by the Social Science Research Council, to put together what is known from academic research with what good practitioners know intuitively, and try to disseminate the result.

This collection makes an excellent starting point for any discussion about the links between play and learning. The trouble is that thinking through the practical educational implications of the large weight of literature on play is awfully like hard work.

Letters to the Editor

Professor Peston's quotas

Sir,—I must protest at Professor Maurice Peston's remarks about university entrance (*Personal Column*, May 28).

I do not expect Professor Peston to believe me, but it is my clear impression that at Oxford and in my subject at least, college tutors operate a positive bias in favour of candidates from comprehensive schools. That is to say, when they think they see promise in a candidate they are often willing to overlook some indifferent papers on the grounds that the pupil may have been less well and will certainly have been less intensively taught than a candidate from an independent school.

In my view, this bias is justified at present, for while, as Professor Peston says, it would be unreasonable to argue that academic education cannot be provided at any comprehensive school, it seems clear that it is not being provided at some (perhaps many) such schools today.

But to go on from this to argue that universities should be required to set aside a quota of places for comprehensive school candidates *qua* comprehensive school candidates, is grotesque. Universities are places where people study academic subjects, or learn professional skills; to a certain final standard. In Britain they do so in the extremely short time of three years.

Unless one is willing to accept either a lengthening of the course or a drop in final standards (that is to say, the production of less well-qualified doctors, lawyers, architects, engineers, economists, teachers or whatever), one must demand a certain level of preparation from entrants to the courses. Independent schools must at least try to teach pupils up to this standard—if they are seen too conspicuously to fail, they go under.

Pressure on comprehensive schools to achieve the same standards is, for a variety of reasons, less. Under Professor Peston's proposed arrangements (with what a note of tender pride he pronounces the words "my quota scheme"!), it would vanish altogether.

But one feels that mundane arguments about things like standards, numbers, costs, incentives, are powerless against the Utopian, or Orwellian, reasoning of such as Professor Peston. The self-righteousness is deafening.

CAROL CLARK,
Balliol College,
Oxford.

More letters, pages 14, 15

High price of being progressive

Sir,—The matter of education expenditure in primary schools has been brought into the formal-informal debate. Michael Marland and Ian Leslie's article, "A penny for all their thoughts" (*March 26*) raised the question of *money for learning resources.*

I checked the source quoted in their article for 1974-75 actual expenditure. The following table shows the expenditure a primary school pupil a year for educational books, materials and equipment:

Cumbria	£5.18
Lancashire	£6.61
(These were the two counties surveyed by the University of Lancaster team)	
Average (all authorities)	£7.90
ILEA	£15.91

On the basis of a five-hour teaching day, a five-day week and a 40-week year, a teacher in a Cumbria school could spend one halfpenny a child an hour.

From experience, informal methods require a greater use of equipment, materials, books and paper than formal teaching, which requires only talk, chalk and notebook. There is a grave danger that Neville Bennett's book may encourage formal methods because they have the great advantage of being cheap.

KEN HULBERT,
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More cuts loom as l.e.a.s are warned for overspending

by Mark Vaughan

Yet another round of education cuts is expected after the Government's warning that local authorities appear to be overspending this year by £350m to £450m.

This sum represents an excess of spending of 5 per cent over figures agreed by local authority associations and the Government when the rate support grant settlement for 1976-77 was reached last November. Education's share of the excess is estimated to be £105m, equal to a 3 per cent increase (£4,905m, compared with the accepted level of £4,770m).

In addition, returns now show that local authority spending last year was possibly 1 or 2 per cent (£120m) higher than estimated.

The local authorities have been asked by the Government urgently to reexamine their spending plans for this year and to estimate their income so that a more detailed and accurate picture can be made from additional returns. This new information must be ready by July 16, and there is "no possibility" of amending this date.

A joint circular from seven Government departments was hurriedly published last week. It followed confidential meetings of the Consultative Council on Local Government Finance and the new Expenditure Steering Group for Education. Local authorities will know that the present economic situation makes it imperative that the Government's plans for public expenditure are not exceeded", it says.

The circular adds that the consultative council do not believe that authorities mean to overspend by the amount shown in the initial returns. "But since these figures appear in returns which have been supplied by local authorities themselves, and because that level of rates levied was intended to finance such spending, action must clearly be taken to ensure that the expenditure guidelines are met."

Although the circular is seen by many as an initial warning to the local authorities, the local authority associations are taking this latest information seriously.

One education officer said: "It does not augur well for education—if these figures are correct, then sacking teachers is going to be the only way of saving large sums of money."

Both the Association of County Councils and the Association of Metropolitan Authorities said they expected their members to make further cuts as a result of the latest information, although they will vary considerably from authority to authority.

Part of the rate support grant settlement is an agreement between the authorities and the Government on the number of teachers who will be needed during the year. Since teachers' salaries form the major part of the education budget, it can be assumed that they account for a significant part of the £135m. If, for example, a fifth of the excess went on teachers' salaries, it would mean that the l.e.a.s are employing between 5,000 and 6,000 extra teachers unknown to the Department of Education and Science.

The returns were compiled by the Chartered Institute of Public Finance and Accountancy and the Department of the Environment. This is the first year they have produced such early estimates. According to the circular, this reflects the "greater joint vigilance" shown by central and local government over expenditure.

The Government make it clear in the circular that some authorities must readjust this year's budgets. "It is now essential that the projections of individual authorities should be revised so that the overall total of local authority current expenditure is brought into line with the agreed figures for public expenditure.

"The Government recognize that, in order to do so, some authorities may have to modify their services further than they may have assumed earlier guidance to imply."

There is a firm reminder that the 1977-78 rate support grant settlement will be based on figures in the White Paper on public expenditure. In the past the opening rounds of the rate support grant negotiations have established a baseline of what the authorities spent the previous year. Next year, if authorities overspend, they will have to find the money from the rates.

The circular says that the estimates may be high because local authorities have made the wrong assumptions about inflation or because they have kept too much money in their balances.

Mr Fred Jarvis, general secretary of the National Union of Teachers, commented:

"We have no evidence to suggest that any local authority has planned to improve its staffing standards, much though we want them to do so.

"We do not see, therefore, how there can have been overspending so far as the education estimates are concerned. On the contrary, all the evidence points to authorities either conforming to the Government's own guidelines, or making more cuts in provision than even the Government intended."

He said the NUT would strongly oppose any attempt by l.e.a.s to use the circular as an excuse to make cuts in staffing.

Circular 45/76. Department of the Environment.

Who controls the media?

by Christopher Griffin-Beale

The IBA have cancelled the second showing of Viewpoint, Thames Television's secondary schools series on the media due to be transmitted in the autumn.

They discussed the series last month and felt, according to a spokesman, that it was not sufficiently impartial, under the Television Act. This requires programme makers to preserve "due impartiality" on matters "of political or industrial controversy, or of current public policy".

This is thought to be the first time a schools series has been withdrawn as such a late stage.

Thames were widely praised for the programmes which were first transmitted last year. A spokesman said this week that the company "appreciated the reasons for the authority's decision". They could not comment while discussions continued with the IBA.

Viewpoint was designed to encourage children to think about how the media are controlled and material selected. It urged them to look at the viewpoint of any programme, including *Viewpoint*.

The series was presented by Mr Douglas Lowndes, head of the Educational Advisory Service, at the British Film Institute, who also produced the series with two members of staff at Thames.

Mr Lowndes was highly critical of the attitudes reflected in advertising towards, notably, money and women. He showed how film of an industrial dispute could be edited to express two different political opinions.

The programmes also urged children to examine their arguments and make up their own minds. Mr Lowndes said in one programme, "Every programme has to choose which views to put across. That's why I think it would help if every documentary programme was open about its point of view—just as I've tried to be open about mine. I hope you will discuss and question what I have said after the programme."

Most reports suggest the series was well-received in schools, and there were no major complaints from teachers using the series.

How to succeed on 2.7 per cent

The Labour Party could achieve its education programme, including abolishing public schools, day care for all 16 to 19-year-olds, and other improvements, by 1989 if spending rose by only 2.7 per cent a year after 1979, says Professor Maurice Peston, Queen Mary College, London, in a Fabian pamphlet.

He argues that this is partly because of falling pupil numbers—the effect of which has not been fully appreciated. "This seems to me to have great significance even than North Sea oil, affecting as it does not merely education but the number of young people entering the labour market and eventually the size of the labour force itself."

Professor Peston uses a projection of pupil numbers in the 1980s, based on an assumption that the number of births will not rise significantly. He calculates that all the educational objectives could be attained by 1989 if current spending rose from £4,396m to £5,260m and capital spending from £344m to £800m over the previous 10 years.

To abolish public schools would cost between £150m and £200m. "We have so far done nothing about this, to a large extent on the grounds of cost and because the existing system could not cope with the influx of extra pupils. But the latter will no longer be quite so binding a constraint in an era of population decline and there will be no reason for local education authorities to take places in private schools."

If all 16 to 19-year-olds received the equivalent of one day a week release for three years, an extra 225,000 further education places would be needed as well as those already planned. At current costs this would work out at about £210m. A further £100m would be needed to to increase adult education substantially.

Some improvements in pupil teacher ratios would mean an extra 5 to 10 per cent spending over the decade; while some growth in higher education could be achieved with an extra £75-£100m.

Using slightly lower standards than existed in the 1970s, the total further and higher education building programme in 1989 would have to be about £250m plus £550m. This would be used to replace very old schools, bring comprehensives to appropriate sites, and incorporate independent schools.

"The growth rate implied by these figures is about 2.7 per cent per annum, about the same as the likely growth of GDP and slower than the intended growth in the 1970s before the cuts." Since the calculations were conservative, such a programme should be regarded as minimal.

Labour's Social Priorities. Edited by Howard Glennerster. Fabian Research series no 327, 55p.

Tameside Tories go it alone

continued from page 1

Under normal circumstances an authority is under no obligation to put into effect a scheme that has been subject to Section 13 notices. So Tameside would not have to publish Section 13 notices merely to keep the existing schools. But questions arise over two purpose-built comprehensives due to start taking pupils in September, and over the wider issue of admitting unselected pupils to grammar schools.

Does this constitute a significant change in character? Mr Counsillon said that they were taking legal advice but he believed that they were within their rights not to issue the notices.

● The National Association of Head Teachers have passed a motion commending members of the Tameside head teachers association for their "responsible and entirely professional stand" over the Conservatives' plan. They also agreed to urge the Education Secretary to use his powers under Section 68 of the Education Act "to stop Tameside authority from acting in an unreasonable manner."

Row in the air over plan to axe another 4,000

by Stephen Cohen

The Government's advisory committee on teacher training are set for a stormy session next Tuesday, when proposals to cut training places by another 4,000 will be made. Also on the agenda is the controversial plan to retire teachers early.

A confidential Government document, *The Teacher Force in the 1980s*, was given to committee members at their meeting in March but it was not discussed. It contains the Department of Education's reasons for the new cuts and says that 57,000 training places will be needed to provide a total teaching force of 457,000 in 1977-78.

Previous targets were 61,000 places for a work force of 480,000. The document says "The most rapid run down of teacher training will be required which is consistent with maintaining the training system in a viable condition."

Several assumptions are made about entry of students into teacher training. These were attacked this week by Mr Jack Taylor, president of the National Association of Teachers in Further and Higher Education.

The Department assume that 12,000 students will be admitted to B Ed and certificate courses each year and that the intake of postgraduates will not rise above 1,000 a year. It is assumed that 50 per cent of students would stay on after their third year to take a degree.

Also included in the calculations are 1,000 places for private overseas students who want to train in England and Welsh colleges. A further 12,000 places are for in-service training.

Mr Taylor said that the total of 57,000 produced from these sums was suspect. "They say 50 per cent would stay on for the four-year B Ed. We are not yet achieving even 40 per cent staying on rate.

"There is the category of 1,000 overseas students. They have never been seen before in the calculations and there are probably only about 500 here now."

NATFHE are opposed to any further reduction in the targets. "We accepted 480,000 and 60,000 and we stand by them", Mr Taylor said.

The association do not oppose the early redundancies scheme, however, provided it is not compulsory. The National Union of Teachers are undecided but they are opposed to teacher and student reductions.

The National Association of Schoolmasters-Union of Women Teachers support early retirement, but on different terms. The Government propose to pension teachers off over 50. The NAS-UWT will suggest on Tuesday that teachers should get the same pensions between 60 and 65 as they would if they retired at 65.

A series of Parliamentary questions on teacher training have been tabled by Dr Keith Hampson, secretary of the Conservative education committee, to be answered by Mr Fred Mulley, the Education Secretary, next week.

Dr Hampson said in the Commons last week that the Government must come clean on the question of further cuts in the supply of newly qualified teachers.

"They can no longer hide last year's forecast of 60,000 training places by 1980—in any case a blatant subterfuge, since this figure includes a forecast of 12,000 teachers in in-service training. They owe it to the colleges and their staff, whom they have already demoralized by their rushed and ill-thought out reorganizations, to say whether the target is now only 45,000.

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Draft in jobless to keep order

Unemployed teachers should be retrained and put in charge of the "noisy and pestilential pupils" who disrupt normal classes, head teachers were told on Monday.

Miss Beryl Aldridge, headmistress of Wilmslow Girls' School, said that while she deplored the term "sin bins", there was a desperate need for special educational facilities to stop disruptive youngsters gaining the upper hand.

"Noisy and pestilential pupils should be dealt with in very small groups or on a one-to-one basis. This would deprive them of their captive audience. As there are so many teachers without jobs and so much talk of retraining, why should unemployed people not be retrained to cope with disruptive children? They could be attached to schools as extra staff", she said.

"Head teachers are concerned about the rapid growth of disruptive pupils in our schools. This is not because we want to conduct our affairs in academic peace but in the interests of the majority of pupils whose progress can be seriously retarded by those whose deliberate intention is to provoke.

"For some years the government have turned a deaf ear to this problem and have pretended it does not exist. Well, it does exist. It exists to the point of making the schools almost intolerable in some cases for head teachers and, in particular, for young, inexperienced members of staff.

"Everyone agrees that knowledge cannot be imparted without control. Yet today even some experienced teachers are finding it difficult to maintain control in their classes."

Mr Clifford Fisher of Kingston upon Thames said teachers often needed physical courage to deal with disruptive pupils. Yet disruption was not just the result of poor homes; it could also spring from the failure of the schools to teach children properly.

A child who did not learn to read would become frustrated and frustration could eventually lead to violence, even in infants' schools. Mr Fisher urged his fellow heads to "lance the boil, cut out the canker that exists before it poisons the whole".

A motion recommending the setting up of intermediate treatment centres that would involve the families of disruptive pupils was passed by the delegates.

Closed shop turned down

The heads voted unanimously to oppose closed shops in schools.

On Tuesday representatives of the 19,000-strong NAHT agreed to "safeguard the freedom of the individual by standing firm against the suggestion that all teachers must be members of a union". Ironically their decision came on the day the new Employment Protection Act, which legalizes closed shops, became law.

Mr Colin Pidgeon, of Hertfordshire, said closed shops were totalitarian. He was working for 100 per cent membership of the NAHT in his area but teachers must be persuaded to join a union — not conscripted.

"We want more than the right to choose where to buy a suit. We want the choice of whether or not to buy one at all."

Mr Roy Catton, also from Hertfordshire, said in most European countries it was an offence for an employer to take account of whether a person belonged to a union or not. "The new law in Britain is contrary to EEC policy."

"The NAHT have no axe to grind, other than our desire to maintain personal freedom. We do not want to achieve 100 per cent membership of this association by compulsion."

Mr Fred Jarvis, general secretary of the National Union of Teachers, said later the established policy of his union was against closed shops but he added that the position had not been discussed in the light of the new law.

National Association of Head Teachers conference, Worthing
Reports by Sue Cameron

Common exam system by 1979

Head teachers have called for a common system of examining at 16-plus to be established wherever possible by 1979.

A motion supporting proposals for the reform of 16-plus examinations was carried despite fierce opposition. Mr Clifford Fisher of Kingston upon Thames said Schools Council feasibility studies of common examinations had not been effective.

"The 16-plus proposals mark yet another move by the Schools Council to justify its existence. The main reason they have put forward is because the council is dominated by the National Union of Teachers who are biased towards the CSE.

"If we look carefully at the council's feasibility studies we can see that they will be mainly CSE based. There has been no evaluation of standards for 16-plus examinations and there has not been a full costing programme for a common system. Yet common examinations would mean higher entry fees all round."

But Mr Walter Snook of Sheffield told delegates that although new 16-plus examinations would have their faults, existing examinations had faults too. There was a two per cent error in the marking of A-level examinations, for instance. And the cost of introducing new examinations at 16-plus had been exaggerated.

Mr Fisher's amendment, calling for a decision on 16-plus examinations to be deferred until satisfactory feasibility studies had been produced, was defeated.

Children exploited as cheap labour, says head

Hundreds of school children are being robbed of their education by unscrupulous employers who persuade them to take illegal jobs, it was claimed this week.

Miss Beryl Aldridge, head of Wilmslow Girls' Secondary School, in Cheshire, told the NAHT conference in Worthing that pupils were often too tired and dispirited to concentrate on their lessons because of long hours spent in illegal employment at weekends.

"It is very tempting to be offered the chance to earn some money but to do so girls and boys tolerate working conditions that are not permissible and certainly not beneficial to their education. They are often led into believing that these jobs will lead to permanent employment once they can legitimately leave school.

"But the fact is they are being exploited as cheap labour by unscrupulous employers who will no use for them once they leave school. And in the meantime the chances of benefiting from schooling are being severely diminished."

Miss Aldridge added that regulations from the Department of Health and Social Security which lay down that under-15s should not work for more than five hours a day, with a maximum working week of 25 hours. Over 15s would be limited to eight hours a day and a maximum working week of 40 hours. The introduction of these rules would be delayed for five years, and Miss Aldridge hoped someone would have second thoughts about them before they were finally established.

But Mr David Blackford, head of St Ives County Secondary School, Cornwall, said the law on child employment was often broken through ignorance.

'Breeding ground for revolution'

Jobless school leavers were a fertile breeding-ground for revolution, head teachers were told on Monday.

Mr Stanley Dixon, head of St John's Comprehensive, Epping, estimated there could be as many as 250,000 16 year olds unemployed by next summer.

"The problem is one of gigantic proportions. A whole army of young people are leaving our classrooms and are immediately rejected as surplus to requirements by industry and society.

"They may be less well organized than the National Union of Students but they constitute a more fertile breeding-ground for revolution than all the sociology departments on British university campuses rolled into one."

How families are failing

Parents have abdicated their responsibility to teach basic moral standards to their children, Mr Campbell-Smith, the new president of the National Association of Head Teachers, said on Saturday.

He warned his fellow heads of this "disturbing trend in the relationship between parents and children" was throwing an increasing burden on the schools. All too often teachers had to tell their pupils the basic difference between right and wrong.

"Parents have forgotten how to talk to their children, to read to them or to guide their first steps along the paths of literacy. Also often even the difference between what is right and what is wrong is left to somebody else to deal with at a later stage of the child's life."

Caught in the Act: White Paper fails to satisfy critics

by Frances Stadlen

Last week's White Paper on the working of the Children and Young Persons Act of 1969 has disappointed most of the Act's critics. It was their evidence to the House of Commons Expenditure Committee and the committee's subsequent report last year that prompted the government to reconsider their position on the treatment of children in trouble.

Mr Joseph Brayshaw, secretary of the Magistrates Association, said this week that the White Paper was disappointing and inadequate. "It fails to give the juvenile courts the powers they need to make a secure care order", he said.

The White Paper proposes extra powers for magistrates to recommend to a local authority in certain cases what to do with a child. This could include a recommendation for secure accommodation. But Mr Jeremy Burns, assistant general secretary of the British Association of Social Workers, said that such decisions should remain entirely with the local authority.

Mr Brayshaw said that his association was glad that parents were to be made responsible for the payment of their children's fines "as the present law gives no adequate means of enforcing payment".

Other organizations, including the British Association of Social Workers and the Howard League for Penal Reform, were strongly opposed to this recommendation. They said that many parents would be unable to pay and it would not be constructive to make them face prison if they did not pay. It would also be contrary to the Government's objective of reducing the prison population; locking up or punishing parents would not help children in trouble, they said.

They were worried that, when delinquency was caused by bad relations between parents and children, it would make matters worse to make parents responsible for a fine that the child would not or could not pay. It could also encourage the child to think that he need not worry about the consequences of his behaviour.

Critics of the Act disagreed over the desirability and number of secure places needed for children. The White Paper recommended that magistrates should be able to suggest secure accommodation for a child in care. It stressed that more secure places should be provided, and that local authorities should have direct grants to build them. This, it claimed, would make the use of prisons and remand centres for juveniles unnecessary.

The Magistrates Association said: "It is a disgraceful scandal that some accused juveniles should be kept in prisons or remand centres until their trial. This arises entirely from the failure of the local authorities to provide secure accommodation. We are glad they are going to be given grants to do this."

Nicholas Hinton, director of the National Association for the Care and Rehabilitation of Offenders, said the government's response to the "scandal" of children in prison was "tragically inadequate".

"It now seems certain that 10 years after the Act we will still be locking up thousands of juveniles in remand centres every year. Remand centres are staffed by prison officers, have perimeter security and contain a criminal sub-culture of young adult offenders. They are breeding grounds of crime and are totally unsuitable for juveniles.

"NACRO believes that regional planning committees should be given powers, including financial powers, to provide sufficient suitable residential places for juveniles remanded in custody, in accordance with local authority requirements, that further day care should be made available to the courts to minimize the need for remands, and that foster homes might provide accommodation for some young people on remand as well as for those under a care order", he said.

Most of the liberal critics of the Act agreed that some residential places, including secure places, were needed, but they wanted more non-residential treatment, and welcomed the White Paper's emphasis on this. However, most of them had asked where the money would come from.

Mr Hinton said NACRO welcomed the Government's recognition that the extent of intermediate treatment was totally inadequate, and the positive noises in the White Paper about fostering and non-residential care. This would remain lip service, however, unless resources were switched to such programmes, he said.

The Personal Social Services Council, who have a study group looking at how intermediate treatment has worked, said that the White Paper's approval of it was "timely and gratifying".

Mr Colin Conway, for the Education and Welfare Officers National Association, welcomed the White Paper's recommendation that the educational welfare service should take over supervision orders on truants. Although Mr Conway was confident that educational welfare officers could take on case work of this sort, there is reason to believe that not all educational welfare officers share either his confidence or his desire for the job.

Mr Jeremy Burns of BASW said that the reaction to truancy was "the greatest problem that we face". He favoured individual social workers being able to specialize in juvenile delinquency as long as it did not damage the generic character of area teams or of social services departments.

The National Association of Head Teachers and the Juvenile Liaison department of Scotland Yard were unable to comment on the White Paper this week.

Sit-in at Rachel McMillan College—see "Mothers protest"

Students call crisis meeting as jobless campaign is stepped up

by Stephen Cohen

Delegates from most of the 170 colleges of education and polytechnics with teaching studies departments will meet in Didsbury, Manchester, tomorrow, to decide on the next moves in the National Union of Students' campaign on teacher unemployment.

The emergency national delegate conference has been convened to approve the union's plans for a week of action to start on Monday. Up to 600 students are expected to attend.

Occupations of teacher-training colleges continued this week. More than 90 institutions were affected, including Heriot Watt and Glasgow universities in Scotland. So far the union's executive have refrained from instructing members in England and Welsh universities to take part in the protest against the dismal employment prospects for teachers graduating this summer.

Two universities have called for a full emergency conference, but Mr Charles Clarke, NUS president, is against the idea. He fears the action might be stopped by the block votes of Conservative-controlled large universities. However, it only needs demands from eight other institutions for such a conference to take place.

All 81 of the union's full-time office staff are working full-time on the unemployment campaign.

Information desks are to be set up in all colleges to take grievances from students with and without jobs in September. A survey of class sizes in local schools will also be carried out. Mr Clarke said students would go into the schools to count the children. Out of nine million children, 3.5 million were in classes of over 30.

Fourteen thousand children in Strathclyde had to go to school part-time because there were not enough teachers. Yet in the middle of Strathclyde was Jordanhill College of Education which would produce 300 teachers this summer who would not find jobs.

The union's International department are coordinating a lobby of MPs. Another staff unit is organizing protests at local education authority offices, while a third group is dealing with trade unions to make sure there is no friction over the occupations.

The finance department is setting up a fighting fund to run the campaign and the union's new entertainments officer started his first week of work fixing up pop groups and theatre companies to entertain the sit-ins.

The success of the campaign so far has exceeded the union's expectations. They have never had so many colleges taking part in a nationally coordinated protest. "It could be that student teachers are used to being told what to do", said a union spokesman, "but they are genuinely angry."

A few occupations ended last Friday, but were started again on Tuesday after the Bank Holiday weekend.

New figures published by the NUS this week show that 30 students out of 130 at Philipps Fawcett College, South London, have jobs, 50 out of 300 at Bulmershe in Reading, 31 out of 250 in Doncaster, 291 out of 734 in Leeds and 70 out of 400 in Liverpool.

In Northern Ireland 1,800 students are chasing 800 jobs. Only 12 per cent of students at one Scottish college have a job lined up.

The union's campaign seeks a guarantee of full employment for all qualified teachers, an immediate commitment to reduce class sizes to 30 (thereby creating 58,000 vacancies) and no more cuts in the student teacher intake at colleges.

Public meetings will be held in Glasgow, Manchester, Sheffield, Cardiff and Birmingham next week, a demonstration in London is planned for June 15 and there will be a lobby of the TUC special conference on June 16.

● Forty-eight lecturers in the educational studies faculty of Portsmouth Polytechnic supported a one-day boycott of classes by their students last week. At the end of term 245 students will be qualifying; they were admitted to training between 1972 and 1974 "in the reasonable expectation that suitable employment would be available to them in schools," they said in a statement. "To date, only 26 are known to have secured posts. It must be stressed that, in our professional opinion, the vast majority of those disappointed are able, dedicated students, many of whom would make fine teachers."

Mothers protest

Husbands and children took part in a 24-hour occupation of Rachel McMillan College, London, last weekend (see picture above). All 200 mature students at the college are mothers. The occupation could not be extended any further because of their family commitments, said Joy Dahl, the union secretary. Neither will they be sending anyone to the emergency conference tomorrow. "We've got families to look after" she said. Only a few students have found work.

Married women find it harder to obtain teaching jobs because they cannot readily move around the country. We also cost more because of the extra salary increments for our age and experience."

Fewer cuts for Welsh, say TUC

The Welsh TUC want Wales to be protected from education cuts because the standards of education and training in the Principality already fall behind those in England.

They issued several reports this week on the effect of public expenditure cuts in Wales. These included documents on comprehensive reorganization, cuts in education spending and training opportunities.

On comprehensive education they say that in spite of the Welsh regard for academic qualifications and the more rapid spread of comprehensives than in England, less academic pupils get a poor deal. Fewer Welsh children stayed on after 16 (54.8 per cent in 1973 compared with 58.6 per cent in England), and the proportion of English children doing so was growing faster.

In 1974 more Welsh pupils (31 per cent) than English (20 per cent) left school without any qualifications. "Welsh schools lag behind the English in their provision for the less academic", says the report. This was reflected in the higher rates of unjustified absences (4.1 per cent compared with the English figure of 2.1 per cent, according to a survey carried out by the Department of Education and Science and the Welsh Office).

On education spending they say: "In many respects Welsh authorities start on a lower base and are below the national average." This year they would spend only £8.04 a head in primary and £15.08 in secondary schools, compared with £8.72 and £17.11 to be spent by all authorities in England and Wales.

In Wales 27 per cent of the primary schools were built before 1903 (20 per cent in England). "The teacher-pupil ratios in many Welsh authorities particularly at secondary school level fall below those of authorities in England and far below the best." The average for all authorities was 1: 16.9 compared to 1:17.3 in Wales.

PERSONAL COLUMN

Where are they now?

John Rae

Incidentally, we hear that his nephew, "Mad Jack" Byron (1765-70) has obtained an income of £4,000 a year by seducing the Marchioness of Conyers, wife of his near-contemporary at school, Francis Osborne (1760-64).

Congratulations to John Cleland (1720-23, King's Scholar) on being summoned before the Privy Council for writing "a scandalously indecent book". The book—*Fanny Hill or the Memoirs of a Woman of Pleasure*—is doing well, we understand, and is to be followed by *Memoirs of a Coxcomb*.

Richard Graham, Lord Preston (1660-64), has had the double distinction of being condemned to death for treason and of obtaining a pardon by ratting on his accomplices. Richard has, of course, been imprisoned in the Tower on two previous occasions but his latest success surpasses even that achievement.

We regret to announce the death of Richard Savage, Earl Nivers (1660-62). His many school friends will remember "Tyburn Dick" with affection. He was one of the most handsome and profligate Westminsters and his reputation for debauchery is unlikely to be bettered. It was characteristic of his generosity and realism that in his will he provided a legacy for 20 London prostitutes as well as for his various illegitimate children.

Edward Gibbon Wakefield (1808-10) continues to seek advancement by unscrupulous methods. His runaway marriage with the heiress, Eliza Pattle, was noticed in our last issue. We now learn with pleasure that he has been sentenced to three years imprisonment for abducting a wealthy schoolgirl, Ellen Turner, and tricking her into marriage at Gretna Green. We shall await his next match with interest.

Nicholas Hart alias Hammond alias Strange (1588-92) has had the unusual distinction of being banished from the country for the second time. As a Jesuit "spy" Nicholas was arrested and banished for giving absolution to the Gunpowder plotters. He returned secretly and was caught. His friends say that in the circumstances he had the right to expect execution but had to be satisfied with a second banishment.

We are, however, glad to be able to announce the execution of the following Old Westminsters:

Harry Vane (1623-28 Thomas Scot (1620-25) have been executed by the restored monarchy of Charles II; Harry by beheaded on Tower Hill, Thomas hanged at Charing Cross. They were the last of a small but select group of Westminster boys who have succeeded in having their treason confirmed by execution.

Laurence Shirley, Earl Ferrers (1728-29), was hanged at Tyburn on May 5 last. He murdered his steward and though he shrewdly pleaded "occasional insanity of mind" was found guilty. It will come as no surprise to those who know him at school that he decided to go out in style. Superbly dressed in clothes embroidered with silver, he was hanged with a silken cord in front of a large and enthusiastic crowd.

John Donellan (1750-53) has also murdered at Warwick. He poisoned his brother-in-law, Sir Theodosius Allesley Boughton with a dose of laudanum in water. His death brings to an end a lively career, during which he was court-martialled in India and dismissed the service.

Finally, it is sad to hear that of the boys who started so well at Westminster; Robert Southey (1788-92) is Poet Laureate and Henry Mackham (1820-24) is aide-de-camp to Queen Victoria.

Nevertheless it is possible to end on a cheerful note. David Jones (1678-81 King's Scholar), who was tried for murder at the Old Bailey while still at school, has been imprisoned at Oxford, and William Hickey (1757-63), expelled at the age of 13 for "having too great a propensity for women", from reports continues to go down fast.

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For full information write to The Central Bureau for Educational Visits and Exchanges, 43 Dorset Street, London W1H 3FN (Tel: 01-486 5101), 3 Bruntsfield Crescent, Edinburgh EH10 4HD (Tel: 031-447 8024) or to the Department of Education, Rathgael House, Balloo Road, Bangor, Co Down (Tel: 0247 66311).

The Central Bureau

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(The Bullock Committee)

schools need books

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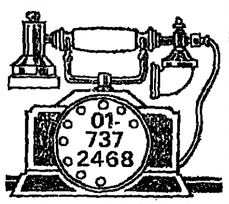

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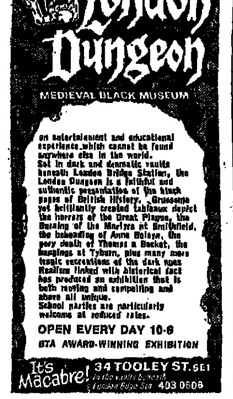
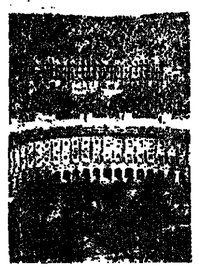


Schools Prom

Applications for tickets to attend the next Schools Prom on November 29th and 30th should be made to the Royal Albert Hall, Advance Bookings, Kensington Gore, London SW7.

Successful applicants will be issued with tickets during the month of August. Ticket prices range from 40p to £2.00.



Philip Venning reports (from Buxton) on the National Association of Teachers in Further and Higher Education conference

Heels dug in over redundancies

The National Association of Teachers in Further and Higher Education are to fight the education cuts in a campaign which will concentrate on opposition to compulsory redundancies and systematic overtime. They will try to ensure that levels of both teaching and non-teaching staffs in colleges are maintained.

The campaign will also use the Health and Safety at Work Act as a lever to improve conditions in colleges. Speaking after a long debate with nearly 50 amendments, Mr Tom Driver, the general secretary, said many colleges did not meet the standards required by the new law. But important though this was, it would not prevent cuts in staffing.

Proposing the motion, Miss Merilyn Moos, of Kilburn Polytechnic, said they should prevent the amalgamation of classes and the closure of minority subjects in colleges. They should also refuse to work extra hours.

In London there had been attempts to get staff to work more overtime to save money. Kilburn were now operating an overtime ban as a result of which more part-timers were now being employed. Teachers should insist that college establishments were filled, refuse to cover vacancies and protect part-timers, "the Achilles heel".

Mr Jack Mansell, former president of the Association of Teachers in Technical Institutions, said it was unrealistic to demand that no posts should remain vacant. The staffing of any department in a further education college depended on the changing nature of the community it served. As industry in an area changed, so did the need for college courses.

In an emergency motion, the conference came out clearly in favour of voluntary pay restraint, provided the Government controlled prices and dividends, sustained investment, and accepted a commitment to maintain the real level of spending on education and the social services.

Supporting the motion, Mr P. C. Knight, of the South West, said that many workers found it more difficult than college lecturers to resist the effects of inflation. If inflation were allowed to increase the Government would cut and continue cutting public expenditure. These cuts would fall on the least able to defend themselves.

Mr Francis Cammaerts, for the executive, said that the association needed the support of the TUC in fighting more education cuts and the shortage of jobs for newly qualified teachers. They were unlikely to get that support if they went to the TUC having rejected their policy.

But Mr T. Corcoran, of the Northern region, said if lowering wages was the answer to inflation, it would be on the platform asking for nil per cent. Another speaker said that he did not want to see the Labour Party putting capitalism back on its feet at the expense of the old or education. There was no guarantee that private industry would invest the money transferred to it through wage cuts.

Mulley spells out 'harsh realities'

Teachers cannot be exempted from the harsh economic realities of life, Mr Fred Mulley, the Education Secretary, told the first conference of the National Association of Teachers in Further and Higher Education last Saturday.

He made it clear to the conference in Buxton that teachers were not a specially privileged group. "It is, of course, a personal and social tragedy for any young man or woman that he or she should not be able to find a job in his or her chosen career immediately on completion of training, and we can all fully understand the strong feeling among students."

This was just as true for other students, many of whom had as vocational a training as teachers, such as architects, chemists and engineers.

Nor was there anything new in the fact that some of this year's college of education leavers would end up in jobs outside teaching. This had always happened, and had sometimes contributed to the teacher shortages.

Mr Mulley repeated the remarks he made a week before in the Commons when he said that the Houghton award was one of the reasons that some of this year's college leavers were unlikely to get teaching jobs. One result was an unexpected fall in teacher wastage.

The output of the colleges this year had been decided in 1972 before the Houghton award and at a time when the demographers were still predicting an upturn in the birth rate. Reorganizing the education colleges had been difficult enough.

"To suggest that the reorganization should have taken place earlier, or should have been more severe, is to suggest in my view a degree of certainty about the future that even the Old Testament prophets would not have aspired to."

Public expenditure had to be decided in the light of the sombre state of the economy. "One pound out of every £5 of public spending has to be borrowed. Already the interest on the louns in the public sector amounts to nearly the total of expenditure of the education service and within a few years will clearly exceed it."

The solution to teacher unemployment was national economic recovery. In the meanwhile Mr Mulley said that he had written to local authorities, urging them to take on newly qualified teachers in place of those returning to the profession. But he said later that he did not yet know if this was having any effect. He also called on the members of NATFHE and other teacher unions to use their influence on selection procedures.

Mulley: "No privileges".

Support for NUS

NATFHE are to support the National Union of Students in trying to make sure that all this year's college of education leavers get jobs in teaching, the conference decided unanimously.

Referring to reports of a DES document which described further cuts in teacher training places, Mr Malcolm Lee, for the executive, said that he had no doubt that this document existed. The association would be opposed to more cuts.

Less overtime, more jobs

About 60 per cent of the 2,000 people finishing their training as further education teachers are still without jobs. This emerged at the conference when a group of students and teachers in the four training colleges for further education circulated a document calling on NATFHE members to consider banning overtime to create more jobs.

As a start the group will prepare a list of unemployed college leavers, including details of their training. This will be sent to college branches throughout the country.

Call for 'Big Brother' TSA to merge with DES

The Department of Education and Science and the Training Services Agency should be merged to form a single Government department, responsible for education and training, the conference voted unanimously.

The motion, which also criticized the duplication of provision and control by DES and TSA, was passed on Monday after being moved up the order paper.

Earlier in the conference the TSA were attacked for heavyhandedness in their dealings with further education colleges. But the conference passed an amendment which called for the DES and TSA to cooperate in putting on more pilot schemes for 16 to 19-year-olds.

Opposing the amendment, Mr C. H. Robinson, of the South East region, said: "You cannot have an equal partnership when Big Brother is watching you." In practice the TSA foisted courses on colleges which were educationally unsound and which were difficult to develop.

The TSA should look to the education service for the educational criteria for training courses. This was impossible with the present system.

Proposing the amendment, Miss S. J. Grant, Inner London, said the Training Opportunities Scheme, operated by the TSA, was already making large demands on the further education service. Consultations between education and the TSA were essential at the highest level.

Mr M. P. Farley, East Anglia, said all young people, employed or not, should have the right to day release at once. It was criminal that unemployed school leavers were being denied the very opportunities for further education that they needed. It was criminal that they got money if they were unemployed but not if they were in college.

The successful motion called for the establishment of national and local adult education councils, the development of the adult education service and the controlled extension of TOPS. It also wanted the retention of 60,000 initial teacher training places, the introduction of induction and in-service training in 1977, coordinated expansion of university and public sector higher education, and special measures to increase the number of students in science, mathematics and technology.

Driver sees fight ahead

NATFHE will find it much harder than other teacher unions to protect the jobs and conditions of service of their members, said Mr Tom Driver, the president, on Sunday.

Further education should be expanding to meet the needs of a scientific and technological revolution. Instead industries, and consequently their demand for college places, were contracting. There was an unwarranted reduction in teacher education, and changes in the organization of many colleges.

"All these occurring at once and the same time, and in a period of serious constraint on resources, intensifies the problems to an unprecedented degree."

In the next 10 years the only developments in education would be in the post-school sector: in provision for the 16 to 19s, and in adult education and training in the wider sense of the term.

Democracy and a deadline

Other motions passed by the conference were:

- The union executive are to press the Education Secretary for a revision of Circular 7/70 on college government. This should set up committees to ensure that there was no discrimination in appointments on the grounds of sex, sexual bias, family status, race, nationality, creed, political belief or record. All college academic boards should have a majority of elected staff representatives, and at least a quarter of college governing bodies should be elected by the full-time staff as a whole.
- The executive should negotiate with the Council of Local Education Authorities a deadline by which local conditions of service agreements should be in operation. The conference was told that in half of all authorities no agreement had been reached or negotiations stalled. Sanctions were being applied or being considered in several areas including Waltham Forest, Brent, Birmingham and Walsall, where agreement had not been reached.

L.e.a.s unwilling to consult on supply of staff

Local education officers were among those who opposed teacher representation on the new regional committees to look at the supply of teachers in shortage subjects, said Mr Jack Taylor, joint president.

He told the conference that the suggestion that teachers should sit on these committees had been opposed, even though the Department of Education and Science had advised that teachers should be fully involved. It was only one example of some local authorities' astounding and disturbing unwillingness to allow teachers' opinions to be heard.

The DES had also made little attempt to use teachers' expertise when formulating policy. The disastrous policy changes over teacher training numbers in the last 15 years were mainly due to the lack of proper consultation.

"Mere notification of decisions and requests for comments are no substitute for genuine consultations. In a society which prides itself on its democratic traditions, participation is right and teachers must see that they have that right recognized."

SPECIAL ANNOUNCEMENTS

Children's Book Fair and Seminar 1976
London Tara Hotel
Wrights Lane, Kensington, W.8
Seminar: July 16, 9.30-5. Tickets: £5.95 inc. VAT, incl. lunch and refreshments. Fair: July 16, 2-6, July 17, 9.30-5.30. Tickets: 50p. Organised by Publishers Association, 19 Bedford Square, WC1.
Subject: Are publishers producing the right children's books?
Book Fair (over 40 publishers' stands): July 16, 2-6, July 17, 9.30-5.30.

Putting heart into Robin's oak

David Kilpatrick on things stirring down in Sherwood Forest

Whether or not Robin Hood was Robert Hode and came from Wakefield, or Robin of Loxley and came from Sheffield, or totally fictitious, about 25,000 people each year—many in school parties—come to a small parch of forest and heathland in Nottinghamshire. They come, in the main, because of the legend; the forest is part of Sherwood, and the name justifies the visit as much as the place itself does.

To a student of ecology or forestry Sherwood is interesting in its own right, but the average tourist doesn't appreciate ancient heathlands and broadleaf trees colonies. So a further attraction focuses interest on a spot about a mile from the village of Edwinstowe—the Major Oak, officially Britain's heaviest living tree. The oak is reached by a one-and-a-half mile round walk through the forest.

Thus 500 adults and children a week, on average, are drawn to a few square miles of woodland and one large tree. The only hint of merry men you will find in the area is due to Mansfield Brewery, and even the Robin Hood Society doesn't turn up to re-enact the legend without good cause. The last time the Major Oak saw action, a rather eccentric professional sorcerer from South Yorkshire was busy raising the spirits of Robin and Marian under its propped, wired and carefully guarded bough.

But the visitors cannot be ignored. They mean money in an area with few other assets and high unemployment. So over the winter great rumblings interrupted the silence of the wood and strange kraal-like huts sprang up just out of sight of the road. The result—an improved Sherwood with an educational rather than recreational visitors' centre—was opened at the weekend by Mr John Cripps, chairman of the Countryside Commission.

The study centre is an eccentric piece of architecture—designed to blend in with the landscape with camouflaging banks of earth and newly-planted birch, oak, yew and willow, but resembling, a cross between an African village and an Army training camp. The Major Oak, until now freely accessible, is fenced off, and the footworn forest paths are now picked out in bright, clean sand.

The Major Oak is not just an old tree. For all its size, it has even vaster roots, and thousands of feet trampling the ground over them have made the soil so packed and hard that water cannot penetrate. Now a firm of tree surgeons turn up at regular intervals to drill holes in the ground and force-feed the oak with liquid fertilizer. It works, too: in 1975 the tree grew an average of six inches all round, and the hollow heart of its trunk which children love to walk inside is gradually closing in. Keeping the children and others away from the roots is now essential, from the point of view of public safety as well as preventing further damage.

The surrounding woodlands are not the densely packed forest of the imagination; apparently medieval forests were not like that either. Trees and coverts dot a scrubby heathland landscape which is very vulnerable: damage done to a tree which stands alone is worse than damage to a single trunk surrounded by many others. In the fierce gales which ushered in 1976 the Sherwood Country Park lost 200 trees. In a forest of slow-growing oaks, yews and other deciduous trees, that is a loss which takes hundreds of years to replace.

The paradox of Sherwood is that serious conservationists, like the Countryside Commission, value it for exactly the same reason as the Robin Hood tourist—it is a rare medieval survival. The whole royal forest used to cover 100,000 acres, set aside for Norman hunting monarchs; today only 30,000 acres remain.

The remainder fell under the plough, and today it is a case of the old Dukeries turning to collieries—there are now 10. The Forestry Commission and natural change have accounted for 29,000 of Sherwood's acres; only 1,000—including the area round the Major Oak—are still as they were in Robin Hood's day.

The new study centre will have a large semi-permanent exhibition. Although Robin will get a brief mention, the sponsorship of the Countryside Commission inevitably means that Nottinghamshire County Council are playing down the legend. The main displays and a 60-seat lecture theatre will be devoted to environmental education about the forest itself.

The council hope that people who pass through the centre on their way to the Major Oak will be "educated" by the time they step on to the sand path. The tourist who came to see the oak should, with luck, see the forest instead—its flora and fauna, its history.

Kraal-like huts of the new centre (below) on the way to the Major Oak (above).

UK recognize parents' right to choose

The rights of parents to choose independent schooling for their children has been formally recognized by the Government's acceptance of International Covenants on Human Rights.

Last month the United Kingdom ratified the International Covenant on Economic, Social and Cultural Rights, including article 13 (3), which says: "The states parties to the present covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the state and to ensure the religious and moral education of their children in conformity with their own convictions."

Announcing this in the Commons, Mr Evan Luard, a junior Foreign Minister, said "The Government see no incompatibility between the purpose and effect of this article and the Government's education policy."

Briton gets EEC leadership

For the first time a British teacher has been appointed head of one of the six European schools for children of EEC staff, the Department of Education and Science announced on Tuesday.

He is Mr Michael Hart, a member of the government school in spectorate, who will take up his new post as head of the European School at Mol, Belgium, in September.

Mr Hart, who left Keble College, Oxford, in 1951 with a first in modern history, taught in Sherborne School, Dorset, and Shrewsbury School, Shropshire, before becoming head of Mill Hill School, North London, in 1967. He joined the schools inspectorate in 1974.

BARGAINS ON THE BACKLIST

All of these books, most of them very recent and all of the first quality, would have to be priced much higher if they were to be published in 1976.

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STANLEY
Richard Hall
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'A splendid read and a wonderful subject told with such verve and elegance that it looks as if we have in Mr Hall a successor to Alan Moorehead.' *Financial Times*
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THE MEDITERRANEAN and the Mediterranean World in the Age of Philip II
Braudel *2 vols*
'No historical work of our time has done so much to alter one's approach not just to Mediterranean history, but to the historian's task. This is a book beyond compare.' *Max Beloff*
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George Rudé
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£1.95

THE BRITISH SEAMAN
Christopher Lloyd
'Scholarly but lively, an excellent survey of the subject.' *Jasper Ridley, New Statesman*
'One of the best books ever written about the British naval heritage.' *Jan Morris, Spectator*
£2.25

Collins

Last week the director of the Adult Literacy Resource Agency announced that more than 60,000 adults with reading and writing difficulties were now enrolled on literacy schemes. The BBC, who began their "On the Move" programmes in October, have referred more than 20 000 to local authority schemes, and more have come forward locally. Throughout the country, 40,000 volunteer tutors have been recruited. The DES have given the Adult Literacy Resource Agency £6m for a further two years, following their initial grant of £1m.

The number of adults being taught to read and write has grown from 5,000 to 65,000 since the literacy campaign began a year ago. In terms of numbers, then, it is a success.

But, as those involved in the scheme are quick to point out, the real worth of the campaign must be measured by how much these disadvantaged adults are learning. Quick, tangible achievements are vital to adult illiterates; yet another educational failure could put them off teying to master literacy skills for ever.

And since success depends primarily on the quality of teaching they are getting, a major concern of the campaign organizers is how their volunteer tutors are coping.

Using unpaid, non-professional tutors at all is novel; no other area of publicly financed education employs non-professional teaching staff. It came about because of the literacy campaign started in charitable organizations particularly the British Association of Settlements.

Alan Wells, literacy adviser of the British Association of Settlements, says: "The decision to use volunteers came about accidentally. Cambridge House (a charitable settlement) was the oldest literacy scheme and used non-teachers. But it happened partly because we couldn't do it any other way."

There is certainly reason to believe that a scheme involving paid teachers would never have got the necessary financial support. Even so, some local authority organizers feel very strongly that the conventional wisdom about using volunteer tutors was never seriously challenged or properly discussed when the national campaign was started.

Sheffield use only trained tutors; pictures above and below by David Kilpatrick.

Frances Hill reports on arguments for and against using voluntary tutors in the adult literacy campaign

Keen, but can they teach . . .?

Certain difficulties arise through relying on volunteers in a nation-wide educational venture. The most obvious and pressing are those of supply and continuity of teaching staff: volunteers may not be available as needed and may drop out before they are experienced enough to be useful.

So far there has been no shortage of volunteers, and in many areas the flood of applicants has been almost an embarrassment. But there are real fears that, as the novelty of the literacy scheme wears off volunteers will become scarcer; in some authorities there are signs that this is happening already.

There is, perhaps, something attractive about being part of a campaign, says Jenny Stevens, further education officer at the BBC working on the adult literacy project. But a campaign that has been going on for some time may start to lose its appeal. The drop-out rate among volunteers is high, replacements are constantly needed, and in some areas there is a danger of not getting enough to meet student demand.

Even now, the distribution of people coming forward is uneven. In London, it is difficult to get tutors in Camberwell but in Hampstead there is an abundance, according to Jenny Stevens. Since most tutors are reasonably well-educated and well-off, while most students are manual workers or the wives of manual workers, middle-class neighbourhoods tend to abound in volunteers but lack students, while the reverse is often the case in working-class areas.

Partly because of this imbalance tutors may have to travel long distances, especially in country areas, where populations are widely spread.

Most authorities do not pay expenses, so tutors often find themselves giving their money as well as their time to the cause. Nor is travelling the only expense. Tutors are often obliged—or feel it helpful—to buy extra books and materials. A new tutor in London complained that at her training session "the first thing they did was to sell me two resource packs . . ."

The cost of being a volunteer tutor possibly contributes to the high drop-out rate. Possibly, too, it strengthens the tendency for tutors to come from a fairly narrow social category.

Some literacy scheme organizers feel very strongly that tutors should not only get expenses but should also be given a salary. This would ensure a more reliable supply of tutors and a lower turnover, they argue.

Few in the literacy campaign would argue strongly that payment to tutors is undesirable but many would suggest that it is not practicable. Bedfordshire paid its tutors until September, 1975, but then decided it could no longer afford it.

"To pay volunteers is the road to bankruptcy", says Alan Wells. "If you have 100 tutors at £2 a week, that's £200 a week." For some urban authorities with more than 1,000 students, many of whom have their own individual tutor, the salary bill for tutors would be staggering.

He believes the money available should be spent on improving training and support services. Volunteer tutors are as good as the support they are given; but training and support vary enormously. At present volunteers in most local authorities get between four and eight training sessions of an hour or two each, but variations are considerable.

Many experts feel the adequacy of 10 hours training has yet to be proved, and most would agree that brief training sessions cannot possibly be satisfactory without good support from professionals for many months, or years, afterwards. But variations in local authority support are even more marked than for training.

Some authorities have taken on enough supervisory staff who are available for extra training, advice and assessment. Others employ only an adult education officer who doubles as the organizer of the local literacy scheme. Most areas fall between two extremes but, generally speaking, supervisors are in short supply and are often extremely hard-pressed.

Alan Wells points out that organizing a literacy scheme is a "vast administrative job". Supervisors who work as administrators, interviewers and assessors have little time to help tutors with their teaching difficulties, suggest and explain new approaches and try to lessen all-too-frequent feelings of isolation.

Uncertainty about methods, a general lack of confidence and feelings of loneliness are among tutors' main difficulties. "I still feel very unconfident about the whole thing", said one new tutor though she was relieved to have been assigned to a class with another volunteer teacher, rather than having to teach, "and perhaps fail", by herself.

A more experienced tutor said she was afraid to ask for help from a supervisor, even though her student was making extremely slow progress. She felt the supervisor's time was limited and other tutors' difficulties seemed more severe than her own.

"I didn't know to what extent I ought to go ahead with reading and writing together, or how much one ought to try to improve his speaking. You really do need expert help, but I was always frightened of asking for it. You are working in a vacuum. If you could phone an expert once a week, that would help enormously."

She was also unsure that her student would ever learn to write, however much help he was given. Without proper support, a tutor all too often has unrealistic expectations of her student and may continue tuition after it has ceased to be useful.

Most students are extremely highly motivated, but some need to be pushed to keep making the effort to learn. If tutors themselves feel unsure of their abilities and of the likelihood of success, both may become discouraged and give up the struggle.

With individual tuition, too, personality conflicts, or too close a relationship, can cause difficulties. Most authorities try to pair tutors and students carefully, but opportunities for pairing on the basis of personality depend on a plentiful supply of volunteers, who live near their students. In Lincolnshire, and other thinly populated areas, this is impossible.

Many authorities are beginning to favour more groups teaching to overcome some of the volunteers' difficulties. In north east Essex, most students get individual tuition under the supervision of a professional in classes at educational centres.

Norman Sykes is campaign organizer in Sheffield, which has a long tradition of literacy teaching and continues to employ only paid, professional teachers for the job. He questions the rationale of voluntary tutoring by arguing that money spent on support can be better used in paying professional teachers who will not need such support. Some of the authorities using volunteers have got a high proportion of staff organizing the volunteers, he says. In that case, why not employ the professionals to do the job themselves?

Sheffield began to expand its adult literacy programme in 1970, starting courses on the diagnostic teaching of reading and examining the relationship between students and tutors. The authority gives a guarantee of its adult education budget to the education of disadvantaged adults and has about 600 students in its literacy scheme. All its tutors are trained teachers or have professional training and have done 20-week diagnostic courses.

"I would never employ volunteers", says Mr Sykes. "If somebody has a (literacy) problem it has to be solved and should be solved as quickly as possible. If volunteers are going to be used with any effect at all you have got to train them, equip them, give them appropriate help through possibly six destroying situations."

Sheffield has no turnover of literacy teachers and also needs to have a low turnover of students. Sixty teachers are waiting for jobs. Neither does Sheffield have difficulties with pairing, since pairing is unnecessary when teachers have diagnostic teaching skills.

Most importantly, Sheffield has no serious doubts about its aims and ability to teach literacy well.

The amount of training necessary to teach reading and writing, whether to children or adults, has been under debate for some time. Many educationists have stressed that reading can be taught by almost anyone who is literate and has grasped a few simple techniques. This assumption is now being challenged by teachers and researchers.

Donald Moyle, reader in education at Edge Hill College of Education, who is researching into adult illiteracy, suggests that the teaching of reading by teachers who have received little specialist training reinforces the widespread view that the teaching of reading is not particularly difficult. But the very fact that so many children leave school unable to read casts doubt on this theory.

Another assumption which is being questioned is that "illiteracy" is an easily defined and well understood concept and that the uses of literacy are self-evident.

The value of non-professional tutors can perhaps only be fully judged when research has shown more clearly what "literacy" really means, what it is for and what training and skills are needed to teach it.

In the meantime, it seems likely that the adult literacy scheme will continue on a voluntary basis, and most organizers would agree that it is essential that training and support generally should be brought up to the highest standards. One of the major impediments is short-term DES planning for the campaign.

Those few local authorities who have a long-term commitment to the education of disadvantaged adults intend to keep on literacy staff whatever future DES policy may be. "They have long-term plans and know where they're going", says Alan Wells.

He adds: "Many authorities react to central government leads and don't know where they're going. The Government hasn't set up long-term priorities, just short-term handing out of provision. No one can plan. They don't know this year whether there will be more money next year, and the same thing the year after. Local authorities don't want to be stuck with a lot of full-time staff with contractual obligations when it may all fade." Alan Wells would rather see less money but over a longer period.

Norman Sykes feels that the Government's renewal of the literacy agency for two years is completely inadequate. "It should have made a commitment for 10 years."

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It may be possible in certain circumstances to assist with the cost of attending the workshops.

Further details may be obtained from: Ann Warden, The Institute of Development Studies, University of Sussex, Andrew Cohen Building, Falmer, BRIGHTON BN1 9RE.

NUS angry over 'mean' grants rise

by Stephen Cohen

Student grants are to go up by between £105 and £145 a year from September, it was announced last week. Mr Fred Mulley, the Education Secretary, said in a written reply in the Commons that the increases, averaging 18 per cent, would cost about £20m.

Students in London will get £935 (£810 last year), elsewhere the grant will be £875 (£740) and those who live at home will get £675 (£570).

The starting point for parental contributions will be raised from a residual income of £2,200 to £2,700. A family with gross income of about £3,300 or less will not have to contribute anything.

Last year parents were not expected to contribute anything if their residual income was less than £2,200 (about £3,700 gross). Now they will have to pay £30 if the family earns £2,700, after deductions for mortgage, superannuation and other dependent children.

The contributions go up by £20 for every extra £100 of income, until the residual figure is £4,300. The rise is then £10 for every £100.

Minor changes in the system will help a married student who has stayed at home to look after children. This period will count towards establishing independence from parents. If a student can prove that he or she has spent three years supporting himself or herself, parents will not have to pay anything.

The National Union of Students attacked the rises for being mean and inadequate.

Mr Charles Clarke, NUS president, said the Government had failed to tackle discretionary awards, many of which were below the mandatory levels.

"Almost half our members are in receipt of no awards or of discretionary awards. Nothing has been done for them at all. A further 57 per cent of NUS members will get no benefit from the changes in the parental means test scale as they will not receive the full share from their parents anyway."

Mr Clarke said the Government had forgotten that last September's grant was inadequate. Inflation was running at 21 per cent and an 18 per cent rise did not compensate.

The union will meet the Department of Education and Science during the summer to produce a new structure for student support as part of the triennial review of the grants system.

University vice-chancellors said last week that the rise was a welcome attempt "to stop the grant's present purchasing power falling next year".

Sir Roy Marshall, secretary general of the Committee of Vice-Chancellors and Principals, said there were still difficulties. "The aims of the awards policy must be to ensure that grants are made available at realistic levels in relation to the costs which students have to bear. The vice-chancellors' committee will urge the Government to make full use of the longer term perspective which will be afforded by next year's triennial review of grants, to bring this about."

WHAT PARENTS PAY

Residual income £	Contributions Old	New
2,700	130	30
3,000	190	90
4,000	330	290
4,500	360	340
5,000	430	410
6,000	530	510
7,000	630	610
8,000	730	710
9,000	830	810
10,000	930	910

Scale continues at £1 contribution for every £10 of additional income.

Examiners too hard on those who try difficult questions

Examiners are unfair to candidates who choose more difficult or unusual questions, according to a report from the combined research unit of three GCE examination boards.

The Test Development and Research Unit of the Oxford, Cambridge University and Oxford and Cambridge Schools exam boards have just published a comparison of the popularity of questions and their level of difficulty in six O and A level exams in economics, mathematics and chemistry.

They found students who chose popular or familiar style questions were rewarded by being marked more generously than they would have been if they had chosen other questions. "Candidates were able to perceive which questions would be marked relatively leniently and in consequence chose to attempt them rather than others," the report says.

"When candidates are offered a choice of options, it is important that all questions are marked to an equal standard if candidates are not to be penalized or advantaged.

"It is not possible to set a number of questions which the candidates will find of equal difficulty. Examiners are aware of this and must attempt to compensate for such variations in intrinsic difficulty by devising mark schemes enabling candidates of equal ability to score as highly on the more complex questions as on those that may be less demanding."

But it seems that examiners have not carried their recognition of this far enough. In all six exams the unit found candidates tended to get lower scores on unpopular questions than on popular ones, irrespective of how they scored on the rest of the paper.

Examiners needed "greater courage in the devising of mark schemes to be severe on questions they believed to be relatively straightforward and lenient on those they recognize as challenging".

Select Reports 1975, The Test Development and Research Unit, Dosier House, 13 Harvey Road, Cambridge CB1 2RF.

Head asks the parents in

Fed up with the adverse effect of the inquiry into the William Tyndale Junior School and with the concern caused by reports like Dr Neville Bennett's *Teaching Styles and Pupil progress*, Mrs June Luckham, headmistress of Alderwood Primary School, South London, put on an exhibition at her school last week to show parents how teachers develop children's language and literacy.

"Parents thinking of sending their children here were ringing me up and asking me if this was a school where we actually taught children," Mrs Lucking said. Though she accepted parents had a right to ensure their children got the best possible education and welcomed their questions, she was worried that reports of declining standards had destroyed their confidence in schooling.

"The idea is not to show the best work done in English, but to show through some of the work done last term the development of language and literacy from the age of 3 to 12." Crown Woods, the local comprehensive, was cooperating with examples of work for the upper age group, showing how this was continued into the secondary school.

Different sections of the exhibition showed how reading, writing, talking and listening were developed. These included the writing of stories and poems, from the copying of simple phrases and sentences on infants' drawings to elaborate verse and rhyming tales of mystery and horror by older pupils.

One mother at the exhibition said she had found it reassuring. "You do sometimes wonder what schools are teaching these days. You can see all their work at open days but this makes it clear what it is all about. It is so different to what we had at school."

'Fair and reasonable' – Fowler

by Alan Wood

Strikes and other protests against the student grant package just announced were criticized by Mr Kenneth Clarke (Rushcliffe, C) and Mr Gerry Fowler, the higher education minister, in the Commons last week.

Mr Clarke was concerned with the revised arrangements designed to prevent students claiming unemployment and supplementary benefit during short vacations. Parents contribution to maintenance should be abolished as it had become increasingly absurd. He knew this would be costly and impossible at the moment with expenditure constraints.

The student grant announcements made no progress towards removing parental contributions. The minimum grant had been £50 for many years. This meant that those students most dependent on parental contributions would still only get £50 and be more dependent than ever on their parents.

An increasing number of parents refused to pay the contribution. In addition, because contribution levels were fairly fierce, many parents found it difficult to pay the assessed contribution.

The Supplementary Benefits Commission should be asked to review their arrangements. They should make it clear that genuine students who did not receive the parental contribution they were supposed to be receiving would be considered as someone without means during the vacations. This would mean they would qualify for benefit.

Even in these difficult times some students would be able to work in the long summer vacation. Without sounding pompous, it was good for them to broaden their experience. But there were appalling levels of unemployment in some areas and it was not easy to find work. These students would get the full rate of supplementary benefit.

Not all students wanted to work —some wanted to study—but they might find that the disincentive to find a job had become greater, particularly for those with more prosperous parents. The full rate of supplementary benefit was almost there for the asking.

The Government's new arrangements encouraged students not to get a job but to draw supplementary benefit. They had missed an opportunity to get students out of the social security system when they dealt with them by maintenance grant alone.

The Government had been more concerned with dressing up the unemployment figures, when the answer should have been maintenance grants. The 18 per cent increase contained no change in priorities. He regretted the National Union of Students had refused to discuss priorities.

Students had to share Britain's economic restraint. Mr Clarke condemned the suggestion that there should be sit-ins and occupations of universities, colleges or administration blocks after the maintenance award. The public were getting bored with that kind of militant campaign.

Mr Fowler said he shared the long-term aim of abolishing the parental contribution. It would of necessity have to be a very long-term aim.

The same argument applied to the suggestion that the maintenance award should cover the whole of the year and so remove claims for supplementary benefit. This would mean a substantial increase in public expenditure. The major review of student awards came once every three years.

In real terms the 18 per cent award was a fair and reasonable settlement. It would be foolish for students to sit-in in protest against the inadequacy of this award. They would have a little more in their pockets in real terms at the beginning of this academic year than at the beginning of last year. Students could not opt out of the country's economic difficulties.

The £50 minimum award was an odd anomaly, which would have to be changed later.

Turning to supplementary benefits, the Minister said it would be drastic to say that students who qualified for unemployment benefit by virtue of their own contributions should not be allowed to draw unemployment benefit because they were students. He appealed again to parents to pay their parental contributions. He supposed the reason why more students had drawn supplementary benefit was due not only to the NUS propaganda, but the general increase in unemployment which had led to a dramatic fall in the number of jobs available to students during vacations. There had been a sharp increase in the number of claims.

In Easter 1972, 16,000 students registered. By Easter 1975, it had become 95,000 and this year it was 172,000. At Christmas last year the total was 127,000. Most qualified for and claimed supplementary benefit. Only 10 per cent were entitled to unemployment benefit.

Claims on this scale had presented a serious threat to the normal operation of unemployment and supplementary benefit offices. There had been some resentment by some staff and by the public. It was different in the long vacation when students found it easier to get a job for a longer period. In recognition of the difficulties the Education Secretary had announced the new arrangements in February.

In the new package the student maintenance would be paid in slices of 35 per cent, 35 per cent and 30 per cent. In the academic year as a whole in all these matters students should be no worse off under the new arrangements. The whole scheme of changes for supplementary benefit was financially neutral and he would ensure that students were not treated as an underprivileged class.

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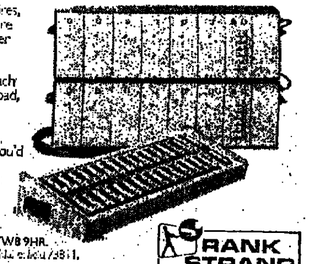

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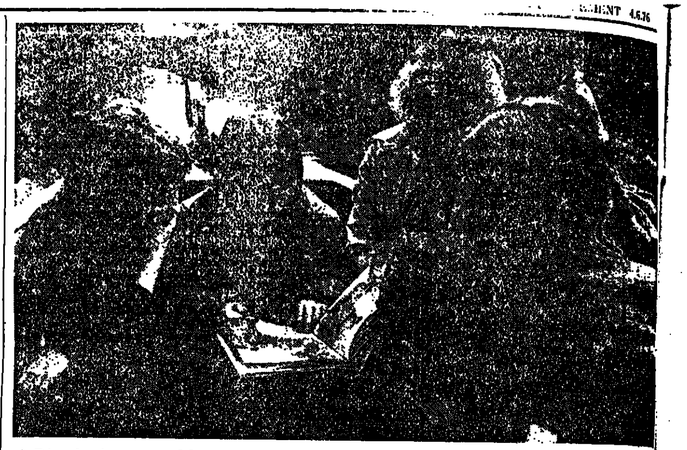

A Birmingham canal barge provided an unusual setting for a story telling session. This was one of the many events in "National tell-a-story week" organized by the Federation of Children's Book Groups.

Bob Doe visits a North London school for its literacy conference

Write and wrong

"A school language policy is not like a periodic purge on smoking in the bogs." This warning was given to teachers last week by Mr W. H. Hann, who is involved in running the "Writing across the curriculum" project at London University Institute of Education.

He was speaking at a special one-day "literacy conference" at Acland Burghley Comprehensive School, North London, which was organized so that all the staff could attend after most of the pupils had been sent home a day early for half term.

Mr Hann complained that there was not enough "expressive writing" in schools, particularly in subjects like history, geography and science and in the upper forms of secondary schools. Most writing was factual transactional English in which the writer was required to mean what he said instead of expressive writing in which the "self" came through and in which ideas were not necessarily carefully formulated.

"The single most important use of writing in schools is as a means of testing, not a means of learning", he complained. "This is an important role for writing but neglects its potential for mental and social development."

According to Acland Burghley's headmaster, Mr Sam Fisher, who is also chairman of the National Union of Teachers' education committee, the conference was not an isolated effort. There had been departmental meetings on the subject and he hoped it would be followed up by inter-departmental groups arising out of the day's discussions.

"Staff are beginning to see that they all use language in their subject and cannot just leave it to the English department. They are starting to see the importance of language as a medium for learning and the means of understanding."

This was not just the aftermath of the Bullock report. Mr Fisher said he had put forward the need for language across the curriculum 20 years ago at a school where he was head of history. All the English department could do in that school was prepare a list of points about setting out classwork, the need for margins and how to correct spelling mistakes, he said.

The Acland Burghley conference then broke up into eight small discussion groups where the English department handed out just such a list about setting out classwork, including the importance of margins and the way to correct spelling mistakes. One teacher was later to comment: "All would be well if pupils were compelled to write in the margin and leave the rest of the page for us to do the corrections on."

From the reports presented later in the day a wide variety of issues was raised at these discussion groups, including the need for a Banda machine in the staffroom and general condemnation of hour-long periods, lax discipline, lateness, poor attendance and the lack of a national curriculum.

One group leader complained that the English department had "jumped in" with a demand for six periods in the first year to teach basic skills (though the English representative in another group had more modestly asked for four). A set proportion of a subject teacher's time should be devoted to improving communication skills and, they had agreed teachers should be more careful about bad communications.

One teacher disagreed. He considered he was teaching science, not English. "I correct their work but I do not stress the mistakes. As far as I am concerned this is not a matter of choice. I just haven't got time to do anything else." He was looking for their ability to pick out those things that were scientifically important in their writing.

Another group thought pupils should have opportunities in all subjects to express their ideas in their own language. One said: "We may think we are testing the pupil's abilities to understand the content we teach them but in fact we are only testing their ability to reproduce standard English."

There was a tendency at the conference to equate Mr Hann's *expressive* category with a pupil's normal speech, no matter how inarticulate, "transactional" language was seen as some standard form of English, irrespective of the purpose to which it was being put. This brought disagreement between those who thought expressive language was "an invitation to be sloppy" and those who said pupils' speech was a dialect, as fluent and capable of logical thought and emotional content as any other".

There was some argument about whether "I ain't got nothing" was a perfectly clear dialect expression or a double negative and therefore "wrong". There was little disagreement with the view that pupils should be made aware of the fact if they spoke a dialect. It should not be mocked but there was a formal use of English which should be used in certain circumstances or they would "come down with a bump when they came face to face with an employer".

Mr Fisher said what was important was "the ability to deal effectively with the words that give the facts about some particular phenomenon in the most economical and precise way possible". Pupils had to reach this stage from their own level of language by a process of evolution.

US lesson in how to use factories

Schools should use factories as industrial premises in the evening or at weekends rather than spend large sums of money on new buildings and equipment. This is one of the main lessons Britain can learn from Californian schools, says Mr G. T. Montford, of the City and Guilds of the London Institute, in a report, published recently.

Mr Montford studied vocational education in California high schools last year. He found that the close working relationship between the schools and local employers benefited the pupils in two ways. It ensured that the curriculum was acceptable to employers and made many of the facilities in industry available to the schools.

British schools should make more use of industrial and commercial buildings, and invite part-time teachers from industry to come in and teach specialist courses, the report says. They should also open their doors to unqualified further education teachers. To achieve this the Department of Education and Science should harmonize the conditions of service of secondary and further education teachers.

As a start, local authorities should open their works, offices and depots to school pupils. Trade unions should relax some of their restrictions to allow this.

Many criticisms of British education could also be applied to California. Too many school leavers, both American and British, lacked basic skills in literacy and numeracy; the curriculum was too academic and biased towards the more able; and the public did not have enough say in formulating education policy.

What was needed was a totally new curriculum for those students who would not go on to higher education. There should be a natural progression of learning in vocational subjects, which at the moment only existed once the pupil reached a further education college. The development of school vocational courses had been backward.

"At present too many students attempt GCE and CSE and when they fail at these they are obsessed on the world of work, unqualified in the eyes of many employers and in no way prepared for a career."

The new curriculum should be worked out with further education colleges, industry and the training agencies. It was important that general teachers should have relevant industrial experience, updated regularly.

Mr Montford, who is one of the architects of the City and Guilds new foundation course, believes that this course will be one step towards such a new curriculum. Call *Education with a Purpose: Career Education in California*. By G. T. Montford. CGLI, 46 Britannia Street, London WC1.

One of the oldest and most emotive issues in Irish education surfaced again last week with publication of a new report about the teaching of the Irish language in the Republic's 3,500 primary schools.

Although it is mainly concerned with different teaching methods, the report, published by the Linguistics Institute, underlines the degree to which the educational system is used in the political struggle to make the language a viable national vernacular.

The report is about fifth and sixth classes in the schools, that is 11-year-olds and 12-year-olds, and reveals that just over a fifth of classroom time is spent teaching Irish at this level. This figure, based on a sample survey of 400 primary schools (none of them in the Irish speaking area of the country), is substantially less than the one published 10 years ago by Dr John Macnamara, an Irish academic psychologist. Dr Macnamara's figures, based on 96 schools, suggested that time devoted to Irish ranged from 39 per cent to 44 per cent. This created a major political storm which has not by any means died down.

If the latest figures indicate a decline in the amount of Irish taught in the schools, they also point to a sharp reduction in the practice of teaching other subjects through Irish. This policy, once fervently advocated by the Department of Education as a key factor in its language revival policy, has now been virtually abandoned. Only four schools in the survey taught *all subjects* through Irish.

The report is far from conclusive on the question of teaching methods, partly because it measures teachers' attitudes rather than objective standards and because most of the teachers concerned were older and had finished their training well before new audio-visual methods were introduced in 1967.

Although most of them have done familiarization courses since then, their appreciation of the value of the new methods is strongly tempered by what they see as a decline in standards of accuracy. In fact, although 70 per cent of the teachers questioned said that they were happy with the new methods, almost half also thought there had been a decline in the standard of Irish over the past 10 years.

Irish diary

Return of an old, old row about language

The report refers, somewhat obliquely, to the substantial problems of urban children who may have literacy problems in their mother tongue of English even without being required to learn what is in effect a foreign language.

It suggests that there should be flexibility of approach to take into account the special needs of such children. This is a problem which has by no means been satisfactorily dealt with, despite the fact that it was first raised no less than 18 years ago by Dr E. F. O'Doherty, professor of psychology at University College, Dublin, and before that by the Irish National Teachers Organization.

* * *

The problems of those committed to the revival of Irish through the schools—and more than 90 per cent of the teachers questioned broadly agreed with such policy—were put into a different perspective by developments during the week which drew attention to the more immediate problem of the children actually in the schools, or those leaving school looking for work.

The best available estimate at the moment is that 26,000 of last year's 45,000 school leavers are still unemployed, and a further 55,000 are expected to leave second level education this year, further swelling the unemployment figures.

This is already a major issue in the by election now being fought in the working-class constituency of Dublin South West, where the two government parties hope to poach a seat from the Opposition.

It was also referred to at a weekend conference of the local government and public services union. One of the delegates, a school attendance officer, reported that three teenage boys had died in Dublin in the past two months from sniffing a mixture of petrol and liquid boot polish. The boys, he said, were "chronically unemployed". The union called for a special employment policy for school leavers, possibly to include an early retirement scheme for workers in the public service.

* * *

Another educationist who has addressed himself to the same problem has not received such a good press. Brother Vivian Cassells, a guidance teacher in a major Dublin secondary school and a member of a religious order, drew trade union hostility down upon his head when he suggested that the way to beat the crisis was for married women to stop going out to work.

Trade unionists, women's organizations and others joined forces to argue that his proposal was not only an insult to working women, but could have no practical effect because the number of working wives was so tiny. One critic was unkind enough to point out that members of religious orders like Brother Cassells, unmarried and with no family responsibilities, monopolized some of the best paid jobs in education as school principals.

* * *

Just as sombrely, a government task force on child care services and the Irish Association of Social Workers have pointed out that no day care is available for more than half of the 36.9 per cent of children designated as deprived.

Poverty was identified as the chief cause of deprivation for these children, followed closely by emotional and behavioural problems and by bad housing. Only two-thirds of them lived in a home in which both parents were present, and whereas 10.7 per cent of them lived with deserted wives, almost half that number lived with deserted husbands.

John Horgan

In brief

CEE vote

It was reported in the *TES* (May 21) that the representative of the Confederation of British Industry voted with Lord Alexander against the CEE proposals. Mr C. J. Ball, of the CBI, has now told the Schools Council that he did not cast a negative vote. The second no vote is unaccounted for.

Mr Ernest Taylor, of the Free Church Federal Council, has asked us to point out that, while he voted for the introduction of CEE, he spoke and voted against the amendment to extend its target range.

Popular press

According to a report in the *Richmond and Twickenham Times* *The Times Educational Supplement* is not put out with other magazines and periodicals in the reference department of Twickenham public library because, according to an assistant, "it is always being stolen —by teachers".

New home for House

Michael House School, a private school linked to the Waldorf School scheme which is based on Steiner teaching theories, has bought new premises in Shipley on the edge of the Derbyshire national park. The school hopes to double its number of pupils and extend its range after moving from its present site at Ilkeston in the autumn.

Dyslexia course

The Polytechnic of Central London is running a three-week course for teachers on dyslexia and specific reading disability from July 26 to August 13. It will be directed by Ms Bev Hornsby of Guy's Hospital dyslexia clinic and Ms Cathie Moorhouse, director of literacy, Inner London Education Authority. Details from PCL, 35 Marylebone Road, London NW1 5LS.

Religion and society

The journal *Theoria to Theory* is offering a £50 prize for the best article of not more than 2,000 words on "How (if at all) should religion be taught in a pluralistic society where there are people of many faiths?" The journal is published by Gordon and Breach Science Publishers, 41/42 William IV Street London WC2.

International prize

Stephen Volk, a Lanchester Polytechnic student, won second prize of £150 in an international film contest for young people sponsored by the BBC and Unesco. The contest was for an animated film on the human habitat.

Links overseas

The DES have published a new edition of their information booklet listing organizations with links overseas which may be of use to teachers and young people. Copies of *International understanding, sources of information on organizations* is available free from the DES, Elizabeth House, York Road, London SE1 7PH.

2,000 more places

New Avon County Council secondary schools at Weston-super-Mare, Pill and Hanham, and a major extension at Marlwood School, Alveston, will provide 2,000 places at a cost of £2,800,000. Fuel bills will be 20 per cent lower than in conventional schools because of the window and roof designs and the building materials used.

Down Lambeth way

Morley College, the adult education college near the South Bank, London, is moving its sculpture classes into a new studio, the Mission Church, previously known as the Pelham Hall, in the Lambeth Walk. The hall will be renamed "The Henry Moore Sculpture Studio", in honour of Henry Moore, the sculptor, who helped with its purchase.

People

Mrs Anna Grieves

Mrs Anna Grieves, GLC member for Lambeth Central and last year's vice-chairman of the Inner London Education Authority, is to be chairman of the authority. Mrs Lelia Campbell, member for Camden, will be the vice-chairman.

Colleges

Mr John Ballard, vice-principal of Yeovil Tertiary College, Somerset, to be principal of the new tertiary college at Richmond upon Thames, Surrey.

Mr Douglas Millbank, deputy principal of Southlands College, to be principal of the college in succession to Miss Pauline Callard who is retiring.

Universities

Dr Gilbert Kelling, reader in geology, University College of Swansea, to the chair of geology, Keele University.

Mr Carl Lewis, reader in the department of Welsh, University College, Cardiff, to a personal chair at the college.

Dr C. W. Potter, senior lecturer in pathology, Sheffield University, to the Sir George Martin chair of virology at the university.

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JOBS...JOBS...JOBS...

'Look in the' Appointments section of the Classified pages.

THE TIMES
EDUCATIONAL SUPPLEMENT

Denmark's pupils and their parents are to have a real say in the running of the country's new comprehensive system. Mike Duckenfield, Scandinavia correspondent, reports from Copenhagen

Streaming and exams will be left up to the consumer

Parents and pupils are to be given the freedom to choose whether or not they want streaming and examinations in the newly-reformed comprehensive school system which comes into operation at the beginning of the next school year.

The two freedoms, which result from political compromises made necessary to gain multiparty support for last autumn's reform Bill, add to parents' existing ability to choose whether their children attend State or private schooling (or even receive tuition at home) and whether pupils leave school anything up to two years before the normal leaving age of 16.

The decision on streaming will be left up to local school boards made up of parents and a representative of the local authority. Those in favour will be able to divide classes into general and extended study levels for a limited range of subjects taken by pupils in the eighth, ninth and tenth years (14 to 17 year olds).

Though few, the affected subjects are academically the most important—maths, English, German and physics-chemistry. However, German is optional in all years as are maths and the science combination in the tenth year. In practice, this means that streaming in compulsory subjects will only be possible for three years of English, two of maths and one of physics-chemistry.

Examinations, too, will be restricted with the decision on whether or not to sit them resting with pupils after consultation with parents and teachers.

At the end of the ninth year pupils will be able to take leaving exams set by the Education Ministry in Danish, maths, English, German and physics-chemistry. Those leaving a year later will be able to take either the ninth year exams or "extended" ones in the same subjects.

In addition, pupils opting for French, Latin, crafts, domestic science and typewriting will be able to take final course exams from the end of the eighth year. Those leaving earlier, or the end of the seventh year or during the eighth, will only receive leaving certificates stating what they have studied.

Both exams and streaming were at the centre of the debate over the reforms. First proposed in 1972 by the then Education Minister, Mr Knud Heinesen, streaming was to have been modified and exams virtually abolished.

However, his successor in the 1974 Liberal Government, Ms Tove Nielsen, introduced her own plans, retaining streaming and exams as well as strengthening tuition of "the three Rs" and Danish.

To finally secure passage of the reform, the present minister in the minority Social Democrat Government, Mrs Ritt Bjerregaard, decided to adopt the Liberals' Bill adding her own amendments. As a result the reform, the first of its kind since 1958, received a large parliamentary majority.

The aims of the new school (*folkeskole*), which will comprise an optional nursery class for six-year-olds, nine years of basic schooling and an optional tenth year, emphasize the development of "independent evaluation", preparing for decision-making in a democratic society and co-responsibility in solving common problems.

Tuition will be based on common compulsory instruction in the same subjects during the first six years with two kinds of options made available in later years—those which local authorities must offer, such as German, and those they can choose to offer. Options include history, geography and biology which are currently compulsory.

For younger pupils there will be no main curriculum changes, although seven and eight-year-olds will receive an average of nine and a half periods more of Danish a week. Apart from the usual subjects pupils will receive tuition on traffic, health and sex matters, foreign religions and educational and vocational guidance.

Nursery classes, as at present, will concentrate on play activities and getting to know the daily rou-

Mrs Bjerregaard: compromise.

tines of school life. Currently about 43,000 pupils attend these classes, roughly 60 per cent of the age group.

It is expected that this proportion will not change greatly due to the presence of other kindergartens. In principle, however, all parents wanting to place children in the *folkeskole* nursery classes will be able to request it. If demand outruns supply the oldest children will be given priority.

Nursery classes will have an upper size limit of 22 pupils compared with 28 for the rest of the school. Class hours will also be fewer, increasing gradually from three teaching hours (45 minutes) day for six-year-olds to between 15 and 20 hours a week for seven and eight-year-olds and between 24 and 30 hours for those in their sixth year or above.

Links between school and working life are also emphasized in the reform and study and vocational guidance will be one of the tasks for the period a week set aside for class meetings. In addition, pupils in the eighth and ninth years will get one or two chances to spend two weeks in industry or office work.

While consensus has been achieved over the reform one politically sensitive issue still remains—the question of entry to upper secondary education. Instead of the present entry tests, the Government would like to see access for all pupils who have taken general, extended or unstreamed courses in English, maths, physics-chemistry and German. The opposition parties, however, mainly favour aspiring to "excellence" achieved by excluding those who have only taken general courses.

Back to normal at Roskilde Centre

Roskilde University Centre was back to normal last week with students, including the 203 who had been expelled, working to complete project work prior to next month's examinations. Last month the Danish Parliament voted for the continuation of the controversial centre (*TES*, May 14).

Australia

Canberra gets set for big cutbacks

SYDNEY

from John Kirkaldy

The Federal Government has kept its promise to maintain expenditure on the schools system but there will be very little room for any expansion in the future. This became clear in the economic package introduced by Mr Phillip Lynch, the Treasurer, last month, and amplified later by Senator John Carrick, Minister for Education.

Schools will receive A$510m for the year starting January 1977, a rise of 2 per cent in terms of growth, expressed in December 1975 figures. This economic guideline will now be considered by the Schools Commission which is to report to the Government in July or August of this year. The Government has indicated that A$373m should be spent on recurrent expenditure and A$135m on capital expenditure.

Senator Carrick also said that the Government is to place a ceiling on the number of trainee teachers. There would also be a close scrutiny of applications for increased expenditure on teacher education programmes.

These figures are part of a plan to cut the budget d[illegible] for next year by A$2,600m, [illegible] reduce Australia's inflation ra[illegible] of 17 per cent a year. The Government hopes to achieve savings of A$80m over the next year in education but has not yet indicated where the economies are to be made.

The main thrust of educational expansion will be in the area of technical and advanced colleges, which have received 5 per cent and 7.5 per cent increases. Universities, like schools with an increase of 2 per cent, have done less well in the allocation of funds.

The Government's reaction to the Schools Commission report will determine the outline of school education in the next three years. Intense lobbying in the next few months can be expected in Canberra.

Despite the inevitable unpopularity of these figures in many educational circles, education has escaped relatively lightly, compared to cuts in environment and housing of A$400m and post and telecommunications of A$250m.

West Germany

Vocational training Bill is finally killed off

by David Dungworth

With their majority in the Upper House (*Bundesrat*) the CDU/CSU Opposition has blocked the Federal Government's controversial Bill to reform vocational education. There is now no possibility of it becoming law before the general election on October 3.

Throughout the two-and-a-half years which have elapsed since the Government's intentions were first published, the CDU/CSU has consistently opposed them on the grounds that they would mean a State take-over of industry's traditional functions of training apprentices and granting trade qualifications.

In recent months, however, the debate has been concerned mainly with various models for financing the reform plans.

In place of the Government's scheme for a levy on all but the smallest business undertakings, which would be used to subsidize those firms which train apprentices (TES April 30) the Opposition put forward an alternative based on tax concessions.

Formulated only a few weeks ago because of internal Party differences, the final version advocates a tax rebate to firms of DM 2,000 (about £425) for each existing training place and a taxable Government training grant of DM 6,000 for each new apprenticeship which they provide.

Both the Opposition and the Government Coalition maintain that their model is the only one which will achieve the underlying aim of the much-needed reforms; to ensure an adequate supply of training places for the increasing numbers of school-leavers who will be coming on to the job market in the next five years.

The normal procedure when a Bill has been rejected by the *Bundesrat*, after having been passed by the Lower House, is for it to be referred to the Mediation Committee of both Houses which then attempts to work out an acceptable compromise.

In the present case the possibility of agreement seems so remote that the Government has shown no inclination to invoke the mediation mechanism and the CDU/CSU has flatly refused to do so.

During the debate in the *Bundesrat*, Herr Helmut Rohde, Federal Minister for Education and Science, warned the Opposition not to underestimate the Government's determination to get the essential features of the proposed legislation on to the statute book.

His latest move is an attempt to by-pass the *Bundesrat* altogether by rewriting the Bill. The SPD/FDP Coalition feels that if its proposals for an apprentice training levy are separated from the procedural aspects of the Bill, the former will no longer be subject to the approval of the *Bundesrat*.

The new draft could still be submitted to the Lower House (*Bundestag*) in time for its financial provisions to become law during the life of the present Parliament. Any objection by the Upper House could be overruled by a simple majority of the *Bundestag*, though this might well necessitate the recall of MPs during the summer recess.

Algeria

Private sector to be abolished

Private schools are to be abolished as from the beginning of the new school year. The Government's decision is based on the principle that there must be equality in conditions of access to education and that the education itself must be free for all at all levels.

About 40,000 children go to schools run by the Catholic Church, which controls almost all the private sector. Teaching is given by 200 nuns and 65 priests of French origin, most of them of Algerian nationality. There are also some lay teachers from Algeria and other Arabic-speaking countries.

All the teachers who so wish will be integrated into the new national system. The religious authorities will receive compensation for the buildings and equipment taken over by the State.

Under a wide-ranging educational reform, which the Government is aiming to complete by 1980, all children will attend one "basic school" for nine years, divided into three three-year cycles. In the first cycle elementary subjects such as reading, writing and arithmetic will be taught in the national language. In the second cycle other subjects will be introduced and French will be taught to all. The physical and natural sciences and the social sciences will form the core of the last and orientation cycle.

In 1974/75 the present separate primary and secondary schools were attended by 2,600,000 children, just over 70 per cent of the potential school population.

Aim is equality of access.

France

Newspapers 'should be used in classrooms'

from William Farr

PARIS

Teachers should be encouraged to use the Press as a teaching aid. Newspaper articles should be used in the classroom as sources of documentation and as bases for discussion of current events. Children should be accustomed by their teachers to read newspapers and to develop critical appreciation of the material in them.

This policy statement was addressed M René Haby, Minister of Education, to the Association of Editors of Provincial Dailies, who were meeting to discuss "the newspaper and education".

The statement made news in a country where traditionally newspapers are barred from the classroom for fear that they will introduce politics and "pervert" youth.

Asked whether teachers would be able to make use of any and all newspapers M. Haby replied that it would be for the teachers to make their own choice taking into account the character of the different newspapers.

He told the editors that in future secondary level teacher training centres will give courses in the use of the press and audio-visual means of communication.

United States

Supreme Court to rule on corporal punishment

from Michael Binyon

NEW YORK

For the first time ever the Supreme Court has agreed to hear a challenge to the use of corporal punishment in schools. The case involves two pupils who were "paddled" in a Florida elementary school.

"Paddling"—minor corporal punishment—is fairly common in American schools and was judged perfectly legal by a court of appeal last February.

The points raised by lawyers for the two Florida children is whether "severe" corporal punishment requires due process—such as prior notification of the parents—and whether "severe" corporal punishment constitutes "cruel and unusual punishment", in which case it would be unconstitutional.

The lawyer for the local school board in Florida maintains that spanking is reasonably related to a school's legitimate educational interest in maintaining order, and is neither cruel nor unusual. "Freedom to go to school free of physical discomfort" is not a right protected by the Constitution, he says in his brief.

The Supreme Court will hear oral arguments in the Florida case later in the year.

Sweden

In-service emphasis for all levels

Swedish teachers, school inspectors and other school personnel will have the choice of more than 200 in-service courses to attend this summer according to the prospectus of the National Board of Education.

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Where do you go from here?

Apart from Spain there's still Greece, Corfu and Crete from last year's wildly successful programme, and now Yugoslavia, Italy, Sicily, Austria and Switzerland as well.

And while with no accommodation to book, only a plane seat, there's always a good chance of a last-minute reservation; seats are by no means unlimited and you'd be wise to book up before too many others cotton on.

Your nearest travel agent has the leaflets, or ring one of the numbers below.

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Manchester	Majorca/Ibiza, Italy/Yugoslavia	061-833 0242
Manchester	All others	061-833 0262
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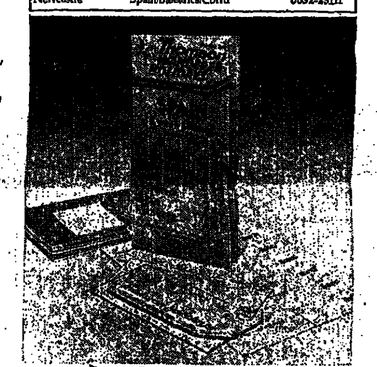

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LETTERS

Integration a cautious step forward

Sir,—I read with interest Diane Spencer's article, "Cautious response to integrating handicapped" (may 14).

I am employed by an organization actively concerned with the social integration of the physically handicapped with the able bodied. I was disturbed to read that only seven out of 370 organizations thought that the handicapped should be integrated into non-special education.

I agree that one has to be cautious, because integration is not always practical when there are psychological, physiological and environmental difficulties not easily overcome in the normal school. Equally important is the fact that for many in special education integration would be positive and meaningful. In advocating special schools we imply that perhaps we should segregate all members of society and have schools for ethnic groups, single sex schools, etc.

If we are to encourage handicapped people to play their maximum role we must make sure that any education given is best for their requirements. At present we label the handicapped as different. Parents face barriers if they wish their child to go to a local school, rather than the special school which may be some miles away from the community in which they live and of which they should be a part.

It is also true that some handicapped children fail in normal schools, but before any statements can be made that all handicapped children fail in normal education, research must be done to find out why. It may have nothing to do with the child's academic attainment but rather that the school has not been designed with their needs in mind.

We should look at the needs of the particular child, rather than accept that "they must be educated in the special school because they are handicapped".

It will be sad if the Warnock Committee base their recommendation on the very vocal majority. Britain has been educationally progressive. Encouraging integration of the handicapped it will continue to be so.

I feel that many handicapped children do not under-achieve because they are under-achievers, but because this is the expectation for them, and people tend to fit the role they are given. If one wants to see how successful the handicapped can be in education, Open University figures show that the handicapped can and do hold their own in further education.

KAREN NEWBURY,
School and college liaison officer,
National Physically Handicapped and Able Bodied.

What Manchester does today . . .

Sir,—Readers of *Break* (May 14) might be forgiven for thinking that all innovation in PGCE teacher education is confined to Oxford, particularly in the light of the claim that "this is the first serious attempt anywhere to make students really professional".

A number of institutions, including North East London and Manchester Polytechnics, operate on varied teaching hospital models, while we at Didsbury are now completing the first year of a scheme in which school-based work is concurrent with college studies. Our CNAA-validated course covers primary, and a range of secondary age-range subjects.

Response from schools has been magnificent, and teachers have gone out of their way to involve students in all aspects of curricular and extra-curricular activities. Justice cannot be done here to the features of Didsbury's course, nor to those of other innovatory courses elsewhere. The Oxford department may be in the first division now, but there are a number of good sides around nowadays. . . .

IAN SHELTON,
PGCE course leader,
Didsbury College of Education.

Keeping up with the exam plans

Sir,—We are rapidly reaching the stage where the ability to understand the exam system itself will be a good enough test of intelligence. CSE, O, CEE, A, N, F . . . . A grade three in one exam is equal to a pass at the other or not?

As the increasingly harassed head of a sixth form, it seems clear that what pupils, parents, employers and institutions of higher and further education want is that the pupil should be able to complete his education at 16, 17 or 18 with a certificate which is a clear indication of his level of attainment.

Leaving aside such thorny questions as the feasibility of a common exam for a whole age-group, there is clearly a yawning gap in our present provision which, judging from the recent discussions, seems likely to remain. There is no exam which tests the abler pupils at 17-plus. The proposed N and F exams will be taken together after two years study; CEE is only to be for those in the ability range 2—4 at CSE.

Many pupils do not want to commit themselves to two years work at 16. Many employers are forced to demand A level qualifications they do not require. The evidence of the use to which the CEE schemes are being put points to a demand; are there really cogent reasons why the demand cannot be supplied?

GWYNETH KLAPPHOLZ,
Sixth Form head,
Finchley Manorhill School,
Summers Lane,
London N12.

"It's all right, headmaster, I understand them."

Beware of big business

Sir,—I write to support Mr Bower's letter on the infiltration of schools by big business. This is no new development but should, I suggest, be aired regularly both to remind experienced teachers and warn the newcomers.

We should not be ungrateful for the many teaching resources made available by industry. They are supplied generously and have been used and valued by thousands of teachers with too little time and money to acquire such teaching aids in any other way.

This should not dull our awareness that the motivation behind this generosity is self-interest—the chance to reach a new generation with commercial names and ethics so that these are absorbed as part of education. If the teacher shows a film of crops being sprayed with 67 varieties of insecticide, then this must be the proper way to farm. The message is implicit and if the bell goes before there is time for discussion, the audience departs "educated".

Two examples may illustrate the argument. There is, or was no years ago when I used it, a film by a world famous aluminium company showing the process of bauxite extraction in the West Indies. As an A level aid in industrial geography it was a model of clarity. The message that came over equally clearly was that the company was taking the bauxite in the best interests of the local inhabitants. They were shown as delighted to be removed from their ancient villages and resettled in a new area in antiseptic rows of prefabs while their fields and plantations were gutted.

The second was a poster I saw recently in a domestic science classroom. It was one of a series issued by a national baby-food manufacturer—large, colourful and informative. The poster headed "Feeding Time" portrayed smiling mother, baby—and bottle. Is any further comment required?

DAWN WALKER,
Haverstock,
Higher Slade,
Ilfracombe.

Provincial music and the London performers

Sir,—In his article "A Familiar Chord", Robin Maconie questions the role of music festivals, with their "boorish and foolish" organisers as being a large contributory factor to the paucity of provincial music.

He attributes to these festivals not only a detrimental effect upon regional music, but the underemployment of local musicians by organisers who are dazzled by London personalities. He also adds a paragraph on the Arts Council's attitude to contemporary music, pointing out that such music is invariably most efficiently presented by the BBC on records.

Unfortunately it is difficult to see what kind of policy Mr Maconie is advocating. Does he subscribe to Stockhausen's philosophy on live programmes for traditional music and electronically transmitted media solely for electronic music? Has he examined concert-goers' motivation in the light of excellent broadcast and recording compared to audiences of 1899? Does he truly believe that all music festivals are an amalgam of ignorance and snobbery?

Mr Maconie has valid observations about polarisation on the capital, but surely he must be familiar with terms such as "audience appeal", "programme planning", organizations called agencies, conventions like the out-of-town allowance, and the maxim that "a prophet hath no honour in his own land"?

With the best will in the world no one can plan his concert going solely on the locality of the performer, pleasure, taste and even curiosity must enter into the exercise at some stage.

I would like Mr Maconie to tell us more on this issue, because he is putting his finger on a very relevant problem, but seems to have drawn his conclusions from too many narrow and not altogether relevant factors.

ADRIENNE FOX,
Senior lecturer in music,
Middleton St George College of Education.

LETTERS

Errors and omissions

Sir,—Errors and omissions on all sides appear to hamper the discussion of formal/informal education. Ironically, just as I and others have fallen victim of the printing errors in *Teaching Styles and Pupil Progress*, so Bennett and Entwistle have, unwittingly, encountered the same difficulties with my research (May 7).

They imply (May 21) that my evidence on reading progress for top infants is consistent with theirs for an older age-group. I was anxious not to give this impression.

First, because the results were much smaller over two terms of instruction than over their three terms (only about one month of reading age). Second, because they were not statistically significant in either year. I am at a loss to see how non-significant results can become significant merely by extending the length of the study. And third, because they disappeared completely when important factors, such as teacher experience, were taken into account.

This point was made in the *Times Educational Supplement Scotland* but not, unfortunately, in the English edition.

JOHN GRAY,
Research fellow,
Centre for Educational Sociology,
Edinburgh University.

RE: the Agreed Syllabus and church schools

Sir,—Terence Copley's letter (May 21) deplores "confrontations with the 1944 Act", claiming that they only "hinder" the progress that is their aim. However, until the religious clauses of the Act are amended or repealed, any progressive departure from them can be decisively "hindered" by reactionary opponents invoking the law.

Under the heading "L.e.a.s. urged to scrap their RE syllabuses", you report (in the same issue) the publication of the pamphlet *What Future for the Agreed Syllabus?* put out by a working party of the Religious Education Council of England and Wales. This report also plays down the need to amend the Act, though this would obviously be a necessary preliminary to implementing the recommendation that "Agreed Syllabuses to protect sectional interests should be abolished".

While wholeheartedly applauding this recommendation, the National Secular Society deplore the report's tacit acquiescence in the existing statutory compulsion on state schools to provide religious teaching—alone of all school subjects. We have consistently stood for repeal of the religious clauses of the 1944 Act.

In any other controversial area, it is generally assumed that the differing views of the various teachers with whom a child comes into contact during school will roughly balance one another out. This does not happen in RE, the teachers of which are almost entirely pre-selected for a commitment to Christianity, in spite of the decrease of committed Christians to a small minority.

In primary schools, RE is mostly in the hands of teachers who are at least nominally Christian or prepared to be hypocritical, since the agreed syllabuses can not honestly be taught by anyone of another faith or no faith at all. Implementation of the report's recommendation to make educational rather than ecclesiastical committees responsible for drawing up the syllabuses might remedy this, given time.

In the secondary school, however, teachers who have chosen religion as a speciality are naturally unlikely to be non-Christian. Many of them combine a missionary spirit with vested career interest. To expect these teachers, under the wider provisions of the report's recommendations, suddenly to teach their pupils about "religious and other life-stances" without undue bias in favour of Christianity is wishful thinking.

Moreover, comments already made on the report by less liberal Christians than those in the Religious Education Council indicate that it is not going to be accepted as the compromise document it is, negotiation and whittling down. So even the limited reforms it recommends are unlikely to be implemented. When a new-style agreed syllabus, very much on the lines of what is called for in the REC report, was put forward two years ago in Birmingham, it was successfully challenged in a court of law.

There is obviously no alternative, therefore, to what Mr Copley decries as "confrontations with the 1944 Act". And the NSS will continue to campaign against it.

BARBARA SMOKER,
President, The National Secular Society.

Sir,—Nicolas Walter's attack on church schools (May 7) is low on rational argument but high on misrepresentation, distortion and unfounded assertion.

Mr Walter implies that the churches get their schools on the cheap. This is not so. The percentage to be found, even though considerably reduced in recent years, still imposes a heavy financial burden on the Roman Catholic Church. The money has to come from church members who have already paid rates and taxes for education and who are generally not well off.

That successive governments have feared to remove the voluntary aided status implies that the churches consider their schools educationally important, and are willing to exert influence to retain them. The charge that they have no educational justification depends on Mr Walter's educational criteria, which might be acceptable to him but not to others.

I fail to see what Mr Walter means by saying voluntary aided schools have no administrative justification. Does he mean that it makes the system untidy to have a group within the group? I was not aware that administrative tidiness was an educational criterion.

Mr Walter outlines the historical origin of the dual system and later asserts that church schools are an anachronistic anomaly, without any arguments. But an old-established situation is not necessarily anachronistic. And are all anomalies essentially wrong?

Finally, what proof has Mr Walter that voluntary aided church schools (are socially devisive necessarily? This unfounded assertion smacks more of emotional than rational argument. Or perhaps he holds this and his other charges to be self-evident truths.

CHARLES CORDER,
12 Caithness Road, London, W14.

Letters for publication should arrive by Tuesday morning at the latest. They should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Putting French into practice

Sir,—Dr Perrit's observations on teaching French at the meeting of the National Council for Educational Standards (May 21) were not so much "impressionistic" as surrealistic.

It seems to me we should be encouraged if students are being attracted away from the traditional literature-based courses at the universities in favour of the practical and nationally useful courses at the polytechnics, which offer, for example, French with business studies.

If the cycle of school-university-school is being broken by linguists discovering other applications for their talents, it is good for teacher supply, but it is good for the country and it certainly enhances the language teacher's sense of purpose. (Of course, this may eventually off-set the supply problem.) Schools have had to compete with industry and commerce for mathematicians and physicists, now they will have to do so for linguists.

Dr Perrit is also reported to have bemonned the increase of a mere 13 per cent in O level passes (and CSE equivalents) since 1962, "despite the massive increase in CSE French". He overlooks the fact that this increase has taken place largely to cater for the pupils of average and below average ability now learning French in comprehensive schools, and that CSE is designed so that a pupil of average ability can get a grade three.

By definition, pupils of average ability will not generally achieve above average results. If they did we would have real cause for concern about our measures of academic standards.

A. J. BAXTER,
Head of French,
Dunsmore School for Boys,
Rugby.

Hard evidence is what we want

Sir,—Yet another subjective report of falling standards appeared recently ("Better maths 50 years ago", May 14). Since this is evidently a topic of great public interest and concern, it is curious that English researchers neglect an opportunity to obtain relevant data.

I refer to the second IEA mathematics study, scheduled for 1977. In the first study, which took place in 1964, mathematics and arithmetic tests were given to nationally representative samples of 13-year-olds and sixth-form pupils in 12 countries. The main purpose of the study is to examine changes which have taken place in mathematics education. Since it is intended to give the same tests to similar groups of pupils a direct comparison of attainment will be possible.

Of course, some new topics have appeared in mathematics syllabuses since 1964, others have dropped out. New test items will be included to cover the new topics, and lower performance is expected on topics no longer taught in schools. But in certain basic skills, particularly arithmetical skills, a direct comparison of national average scores over a 13-year period is both meaningful and important.

The debate on educational standards has suffered from too much speculation and personal hunches, and a lack of hard evidence. Here is an opportunity to collect the necessary data for a detailed study of mathematics standards. About a dozen countries have already agreed to take part in the second IEA mathematics survey, including six (one of which is Scotland) who participated in the first survey. But the National Foundation for Educational Research, who organized the first survey in England, are apparently no longer interested in this type of research. This being so, must such a valuable potential source of information be lost, or can some other organization be found to continue the work?

ALISON KELLY,
Research Fellow,
IEA, Stockholm University.

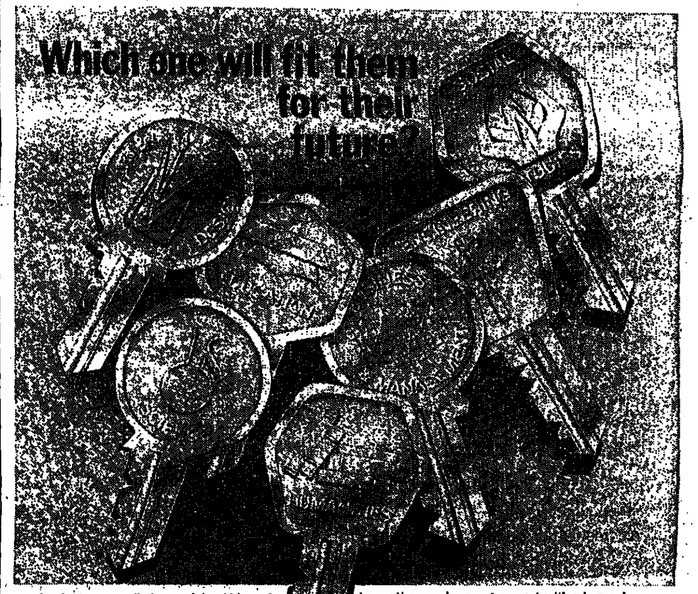
Singled out

Sir,—Your issue of May 21 considered falling standards of literacy, numeracy, RE and French, a failure attributed to comprehensive reorganization, teacher shortage, over-ambitious curricula and confusion over methods.

Would someone please explain to me why, of these subjects only French (and, by implication, modern languages) should be seeking greater efficiency by a severe cut-back?

By what criteria does one's subject become educationally acceptable, or worthy of the support of legal requirements to ensure its continuance?

RITA M. WRIGHT,
Hon. Secretary,
Joint Council of Language Associations.



Students generally have a broad idea of how their individual aptitudes can be fitted into satisfying and rewarding careers. But they probably don't know the specific job they'll really want to do in three years' time.

The problem of course selection is the first hurdle in their career planning – and it's coming too soon.

The key to this problem is to decide on the area within their general discipline and then talk to a university or polytechnic which offers deferrable-option courses – Sheffield City Polytechnic, for instance.

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Sport

Gymnasts vie for chance to train with Russians

by Stanley Levenson

Spurred on by the example of Susan Cheesebrough, 20 of the best schools gymnasts will display their talents at the Crystal Palace on Sunday. Their aim is to win one of the two Daily Mirror scholarships for a month's special training in Moscow in August.

Miss Cheesebrough, of New Longton School, near Preston, came from nowhere to win the 1975 girls' scholarship and improved so much that she became a senior international. Now, at the age of 17, she is one of only three British girls to qualify for next month's Olympic Games in Montreal.

Karen Robb, of Colne Valley High School, Huddersfield, competed in the first scholarship final last year and has won her regional competition exam. As an experienced junior international, she has the best credentials to win this time.

Among her rivals are Lisa Jackman (Blackfen School, Sidcup, Kent), Valerie Tuck (West Monkton Secondary School, Taunton, Devon), who also competed last year, and Wendy Pearce (Usworth Comprehensive School, Washington, co Durham).

Christopher Smith (Springhead School, Northfleet, Kent) came second to Carl Dodd (Leicester) last year. As London and South-east under-14 champion, he is favourite to win the boys' event.

Probably his strongest challenger will be Stuart English, of Claremont High School, East Kilbride, Scotland. Stuart is trained by his father, a former Scottish champion and British international.

Others bidding for the prize include Andrew Bullam (Pitzalan High School, Cardiff) and Stephen Muy (Colyton Grammar School, Colyton, Devon).

Gymnastic skill alone will not be enough. Just as important is the temperament to cope with the stress of a big-occasion competition, not easy for boys and girls aged 13 to 15. All of them will have to perform over the whole range of Olympic apparatus.

The two winners, accompanied by two coaches to be named later, will spend a month with leading young Soviet gymnasts, getting the benefit of the highly skilled coaching for which the school of Soviet gymnastics is famous.

Is there a future for basketball in colleges?

The final recently of the British colleges women's basketball championships was the highest standard of play yet seen at this level, writes **Doug Springate**. Dunfermline College of Physical Education, looking for a hat trick of wins, lost by one point to Dartford College, the home team. Despite taking a 10-point lead at one stage, Dunfermline fell behind and Dartford held on to win 60-59.

Behind this magnificent spectacle, however, there are several points that need to be made about the state of basketball in the colleges. Only one college in six entered the competition, and the six finalists (Padgate, Bulmershe, Coventry, Endsleigh, Dartford and Dunfermline) do not represent fully the major PE training establishments in the country.

In many colleges, basketball is not on the curriculum, or very new to it. Only two of the finalists were coached by PE lecturers—three were students and I work in an education department. All were men. It seems it is still the hard working "amateur" who keeps the sport alive.

It is apparent, too, that colleges in regions where regular high standard competition is available consistently perform better than those who are more isolated. Yet even in noted centres of women's basketball such as London, few colleges make the most of the established league structures.

The problems of bringing the best college teams together are time and money, factors which thwart the formation of a British colleges team. Experienced independent observers noted the high standard of play in the final: there is a wealth of talent lying dormant, unrecognized or underused and undercoached in colleges.

There is obviously a need for more basketball in colleges, for more regional competition and far more stimulus from the EBBA. It is here, with these future PE teachers, that the development of the game depends. As each college coach breaks up his squad and says goodbye to his best players, he can only hope they will not be lost to the game, as players, teachers and coaches.

Doug Springate is lecturer in education at Dartford College and coach to the Dartford team.

US offer to freestyle champion

by Asif Khan

David Parker (above), the 17-old Midlands schoolboy who ... bronze medal at the world ... ming championships last ... has received an offer to ... the United States.

He has been offered a ... year scholarship by Miami ... sity where another leading ... swimmer, David Wilkie, is ... studying. Parker, a pupil ... lake School, Coventry, and ... captain of the British junior ... squad, is the only Englishman ... break the 16 min barrier at ... freestyle swimming.

Miami University made ... offer in a telephone call from ... coach, Mr Bill Dias. They ... derstood to have approached ... other young British swimmers ... join them.

Parker is a member of the ... tish Olympic team and will be ... taking part in the 1,500m free ... at Montreal. He practises ... than 17 hours a week at Coventry ... under the eye of Mr Bill ... Bland, a former Olympic coach.

Mr Bland travels to the United States next week to meet Mr Dick Jochums, coach at the University of Southern California, and Mr Mark Schubert, of Long Beach. Mr Jochums and Mr Schubert have trained world champions at 1,500m.

Mr Bland said he wanted the best for Parker whom he expected to become world champion within the next two years. He wanted to make sure that if he went to the United States he had the best coach to train him, as well as the best opportunities in further education.

The 11-year-old 'grandmaster'

Nigel Short, of St Philips Junior School, Atherton, near Manchester, has a strong claim to be regarded as the world's best under-11 chess player. Nigel, whose eleventh birthday is this month, will undoubtedly carry his "grandmaster" billing into the under-12 category.

Such is Nigel's standing that he and his family were invited to Amsterdam last month for a special tournament to mark the seventy-fifth birthday of Dr Uwe, the Dutch president of the World Chess Federation. During his stay, Nigel played a simultaneous match against 25 others, including adults, and won 22, drew one and lost two.

At the beginning of the year Nigel was one of the 30 best under-21 British players to play Victor Korchnoi, the world's number two in a simultaneous match and was the only winner. He is believed to be the youngest player ever to have beaten a grandmaster.

Nigel's claim to be the world's best in his age group is based on the points system, rather like golf handicapping, which is worked out by the London Chess Club. This is done by monitoring the results of all leading British and overseas players.

Nigel, who in September moves on to Bolton School, which has a strong chess tradition, and Julian Hodgson, a 12-year-old who is going to St Paul's School, London, are two of the prodigies being nursed by Leonard Barden, the national junior chess organizer, who is perhaps better known as a chess writer for the *Guardian*, *Financial Times* and London *Evening Standard*.

Julian is the men's amateur champion of London and is third in South-East England. Next month he will represent Britain in the under-18 championship of the world to be held in France and will be the youngest competitor there.

In September, he and Nigel will take part in an international telex match between London and New York.

Mr Barden says of both boys that they have good analytical minds and are strong competitors.

Britain, the Soviet Union and the USA are the top three in junior chess. The two super powers have no cash problems in keeping their chess going, the first with state aid and the second with private enterprise.

In comparison, there is very little in Britain. Recently the DES turned down a request for £1,000 to help develop junior chess for hundreds of young players.

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Formal and informal matters

Last month the TES invited the author of 'Teaching Styles and Pupil Progress' to discuss his controversial book with a group of distinguished educationists. On the next three pages we publish extracts from their conversation, in which they discussed the validity of the research, its effect on teachers, the implications for public policy, and some new directions for educational research

Vincent Rogers: I think it's an enormously important piece of research. It has received tremendous attention in the US, it fits into the pattern of what's happening politically, socially, educationally, and in other ways. But one of the things that bothers me is that the case has been overstated in the light of the data you have.

To some extent the media has done this, but maybe you have done it, too, inadvertently. I think it would have been much better if you had said: "There are a number of variables that we haven't accounted for here, so look upon this with caution, nobody can do the perfect research, we did the best we could."

Another deep concern is the question of the 11-plus examination, which made an enormous difference among the informal children. If the ratio had been reversed, if you had had five informal schools that had the 11-plus about to take place instead of three, this could have made a considerable difference.

I'm also concerned that you may well be testing for teacher experience—there are some hints that the formal teachers were older and more experienced.

Perhaps my deepest concern is about the nature of the children themselves. While you clearly accounted for initial differences, I don't see how you've accounted for initial differences in ability and initial differences in achievement. These children may well be quite different in ability: as a year goes by one might attribute much of the change to that factor.

Neville Bennett: The variables are counted for are in direct relation to the question we asked. We weren't evaluating progressive teaching, though that's the way the national press have played it. We were asking ourselves, does teaching style affect pupil progress in the basic skills? We were also concerned whether the personality of the child interacted with teaching style to effect progress. If we had wanted to do an evaluation of progressive teaching the variables would have been much wider.

Noel Entwistle: Our previous research has been on the relationships between personality and attainment: we looked at the effect of the relationship between personality and attainment in primary, middle and secondary schools. Others had suggested there was "age effect", and we wanted to see whether we would detect that. We didn't, but we seemed to find differences between primary classrooms in the relationships between personality and attainment.

When we put our proposal to the SSRC we were concerned with personality in relation to attainment, defined as progress in the basic skills. We've introduced tests which were related much more to classroom attitudes and behaviour than general personality characteristics; it was only as an intervening variable that we wanted to measure teaching styles. But when we got the result, the personality variable had accounted for much less of the variance than the teaching style. We could never have seen ourselves with a book of this sort as the outcome. The research design contains what looks like flaws because it appears we should have done a different sort of research design.

Neville Bennett: We have stated clearly that the results only relate to 10 and 11-year-olds in two counties in the north-west of England—yet they have been generalized to cover the whole country and all age groups. It was our fault in retrospect that we didn't put down the characteristics of the teachers of the sample. We gave some idea of the characteristics in the population that we were playing with, but not about the experience of the teachers.

But the teachers in our formal and informal samples have the same age-range, the same range of experience, the same range of class sizes, they're teaching in the same age of buildings, and so on. So those factors are controlled for.

On the 11-plus examination, there were far fewer informal teachers in 11-plus areas. But this was true in the population as a whole; removing the 11-plus examination meant a move to more informality. We certainly found more informal teaching in non-11-plus areas. But the three informal teachers in 11-plus areas were still teaching informally, so their teaching style was the same as that of informal teachers not in the 11-plus area. They were perhaps creating more structure, or concentrating more on certain curriculum elements.

The question about differences in achievement and not in ability is a difficult one. We were concerned with change in attainment; if you correlate attainment tests with IQ tests you'll find there's a very high correlation, so I'm not sure that that would have made any difference.

Vincent Rogers: Isn't that one of our great concerns: we might be starting off with a group of kids in formal classes who have more "native intelligence", whatever that is.

Noel Entwistle: I think if you look at the tables of initial achievement level in relation to progress in different types of schools, the argument that results are explicable in terms of the different composition of the samples is not very strong. Possibly we were wrong in suggesting that there was a different pattern for the informal boys, because we were dealing with such small groups that there almost certainly isn't a significant difference from the overall pattern.

It seems to me that the ability factor is dealt with but I'm not at all sure that the social class factor is. We looked at two indices of social class we had from the headteachers' questionnaire, in which they reported the number of children having school meals and the number of immigrants.

In three of the informal schools the proportion of one or other of those was higher than in any of the formal schools, but the pattern of results was consistent (except for that one informal school). You might be able to take three of the schools and say there were special circumstances there which would account for lack of progress in whatever their measured initial attainment was.

Also, given that the 11-plus was affecting the formal schools more than the others, given that there may have been more children from middle-class backgrounds, we may have another variable, parental encouragement, or even parental teaching, which could be affecting that group in a differential way.

We're reporting the results not simply on the evidence in the book, but on the feeling that we got working with the data over the years. I'd be surprised if the pattern we're describing wasn't correct in the region we were looking at. But I would not be surprised if the size of the differences came out differently in different parts of the country or in different samples. Obviously it's crucial that some sort of research like this is done elsewhere, so that we can get more evidence.

Vincent Rogers: One of the conclusions I have come to is that it may not be possible to do the kind of research attempted here. But I hate to think we're at such a primitive stage that it isn't possible. I would have preferred to do research over a five or six year period, to do it utilizing a great deal of data as well as the standardized test kind, and certainly to use other geographical areas.

But one of the positive things is that everyone is talking about something they weren't talking about before.

Leonard Marsh: As far as teachers are concerned, we are talking about three schools that may have factors that teachers consider very important, like free meals, like the number of immigrants and so on. The research will not help the development of functional teaching, or more effective teaching styles—despite the title. It is research which gets a political response—which is why the media is treating it that way.

If we'd been discussing the finer thread of the social groupings, the way this or that classroom operated, we would have had more teacher intervention and more teacher debate.

Noel Entwistle: On what basis do you say there has not and will not be a large amount of teacher debate? In our area the book is provoking just that. Whereas previously the formal teachers and the informal teachers didn't seem to communicate, they are now beginning to start a dialogue. It's not provoking hostile reactions.

Leonard Marsh: I don't think it is a question of hostility between progressive and non-progressive, or any kind of debate of that kind. I think there is an acceptance that there is a wide range of teaching styles within any effective classroom: this polarization is the kind of debate that teachers would have rushed to join 20 years ago.

I think we *can* make a useful inquiry into teaching styles if the consequences

➤

Taking part in the discussion were:

Neville Bennett,
Lecturer in Educational Research, University of Lancaster, author of *Teaching Styles and Pupil Progress*.

Jerome Bruner,
Watts Professor of Psychology, University of Oxford.

Noel Entwistle,
Professor of Education, University of Lancaster, co-director of the research project.

Leonard Marsh,
Principal, Bishop Grosseteste College, Lincoln.

Joslyn Owen,
Chief Education Officer, Devon.

Vincent Rogers,
Professor of Education, University of Connecticut.

Formal and informal matters

continued from previous page

of the inquiry would cause teachers to reflect upon their own activity, to improve their own activity through becoming more conscious of what they're doing. But if you're going to trigger off that kind of consequence, then the kind of net that you throw over their activity must be fine enough for them to see that it's the ball game that they recognise.

Vincent Rogers: In some cases the research questions were asking a lot. For example, "Can a junior child select a project and carry it through on his own?" That's a very tough question—in some of the best informal schools I've known, junior kids are indeed selecting projects, but perhaps out of some traces that have been pre-set by the teacher, so that it's not a completely free situation that the child is choosing.

Carrying it through on his own may not mean carrying it through on his own 100 per cent, but with a lot of teacher intervention here and there. So it is difficult to figure out how the teacher might have responded in some of those items. If we could look carefully at some of the teachers in your sample, we might find a good deal of evidence, even at the extremes, of mixed styles.

Neville Bennett: I admit if you want to go to a very specific level you will find quite a lot of variation. But we sent out not only the research team, but also the local education authority primary school advisers, to report back to us. Their agreements were very, very high—advisers can perceive general teaching styles.

Jerome Bruner: I for one was very disappointed that there were not some appendices in for the numerate.

Neville Bennett: It would have made the price of the book over £3. At a very late stage I was asked to drop 50 pages, and frankly it was easier to drop them out of the appendix than to rewrite the book. Since we were aiming for a teacher market it seemed more sensible to do that: we had in mind that there would be a separate report to the SSRC, which would include some of the more esoteric tables.

Jerome Bruner: You make a remark about the nature of the unit. You say two things that are quite contradictory. On the one hand you want to have the classroom as the unit, on the other hand you want to have interaction with personality, and classrooms don't have personalities. So that if you're using a co-variance design and take our characteristics of classrooms as an additional factor—which you could have done, and I think you have the data to do it—you can still use individual kids and their progress and get an interaction with personality.

Vincent Rogers: You can't assume that, say, 12 formal classroom kids all got the same treatment—those teachers are different from one another—so on that basis the classroom should be the unit.

Neville Bennett: We just created a rank order of classrooms in terms of gain. They came up with surprisingly the same pattern, with the exception of our very good informal classroom.

Noel Entwistle: The idea was to make the groups as homogeneous as possible. Obviously a questionnaire is not ideal, but questionnaire plus advisers is not a bad way, and a good deal better than any of the other research that's been done in this field before.

You can still doubt; of course, there's still variability, there's still going to be differences in teacher personality, in teacher effectiveness. But that's also true of the formal schools, and my guess is that the differences cancel out. I don't see the informal teachers as so different that they are going to create an effect of the type you suggest, although it's conceivable.

Jerome Bruner: On the business of formal versus informal, it's perfectly possible to have highly informal social interaction, and yet be teaching something the content of which is highly formal. I would have wanted something more, for the guidance of teachers, on the content of the instruction over a period of time as compared to the nature of the informality.

But if you're going to use informal methods of social interaction in the classroom, what then do you have to use by way of material to make it work?

We've all had formal and informal teachers and we've seen duds and geniuses on both sides of that particular line. So really the question also gets down to the issue of curriculum, as well as style of interaction.

Can you do research of this sort or not? The studies are certainly getting better; they used to be awful. You cast up questions, you come forth with better hypotheses for the next study. To hell with the media for the moment: you can't control the *Daily Mirror*.

These studies should be part of the debate, and we ought not to ask that they be regarded as absolutely definitive. The Educational Research Board of the SSRC ought to get in this business, and stay in the business, and not do hit and run romances with the topic.

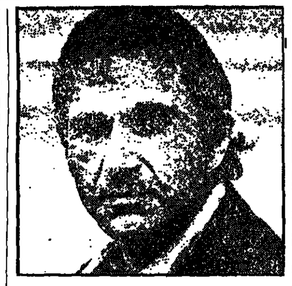
I would also want to see case-histories of interaction in certain kinds of classrooms. From reading your book I got the feeling that there are certain kinds of kids that I would particularly want to look at. There would be types worth studying from the point of view of watching the courses.

One last point on the business of social maturity, emotional maturity and what one gets out of a classroom. There are certain things about formality, about having some kinds of deadlines, having some requirements to fill, that might contribute to social maturity. The idea that social maturity only comes from the inside out and never from the outside in doesn't conform to what I know about kids, my own or others. It may very well be that a few formal things of that sort turn out to make the carrying out of an informal life a lot easier.

Leonard Marsh: If one is looking at a classroom where there is a working relationship between the teacher and at least some of the children, there'll be a whole lot of rituals and patterns and shaping of the day which many of the commentators would think makes it a very formal school, whereas in fact it's just a very effective teacher. There are a lot of teachers who can organize themselves and know where they're going. And how do you get to that?

Neville Bennett

'There's just no way of evaluating many of the things a progressive teacher wants to produce'



Vincent Rogers

'You can't assume that 12 formal classroom kids all got the same treatment'

Noel Entwistle

'Somebody is going to have to translate the ideas and implications into activities teachers might try'

If we're pressing researchers then we would have to say, why not case-histories? There's no antipathy to them in the schools, they've long been pleaded for.

Neville Bennett: We come back to the whole problem of teacher effectiveness. There is absolutely no agreement about what an effective teacher is.

Leonard Marsh: It is a question of how you put the influence on the developing corporate professional responsibility. Plowden put the influence not on the curriculum—if you are really dealing with curriculum and content there was no point in quoting Plowden—Plowden in terms of a lever was to do with parental participation, with this incomprehensible compensatory kind of factor. It made absolutely no difference to the daily work in the classroom.

One thing a fair number of teachers are pulling out from the book is that their judgment about developing a child's writing is tested by one kind of title given to the children to write about. If you want to affect the classroom, what you really want to know is the number of teachers who can give sheets of paper to children to try out ideas, the number who help children to look at dictionaries, the number who provide for totally private situations for writing a poem or a story, or corporate situations for sharing ideas.

Neville Bennett: I find what you have said completely amazing, that the Plowden report has had no effect on classroom practice. Thousands of students are fed on Plowden every year, and have been since 1967 when it came out—and they've been implementing the aims Plowden was pushing.

The three main threads that came out for teachers are contained in our conclusion: the time spent on a given content or curriculum area; the business of structuring and sequencing; and what sort of skills an informal teacher needs to be "successful".

These seem fairly crucial concerns to all they are picking out is criticising how we tested creativity, it is an indictment of the teachers in your area.

Noel Entwistle: There are many teachers who are picking precisely the opposite things out.

Vincent Rogers: Plowden didn't serve as a beginning, but rather as a supportive document that continued a movement that had begun earlier.

Jerome Bruner: And legitimized it.

Joslyn Owen: And it could be used, with the training and retraining of teachers, than by giving them a due cynicism a scepticism about whatever it is they are trained or of being initially trained, other

Neville Bennett: But this was a theoretical study, it was not written with policy implications in mind. We've been criticized for spending four years on proving something that we all know anyway. You always get this.

Policy still leaves teachers with private choices to make about how they teach their children day by day. I do not think official policies get anywhere near affecting them, either at the stage of being re-

Leonard Marsh

'This polarisation is the kind of debate that teachers would have rushed to join 20 years ago'

Jerome Bruner

'The issue of class structure in Britain makes for a degree of unmanageability in public and private life'

Joslyn Owen

'Policy still leaves teachers with private choices to make about how they teach their children'

as a textbook. I think it would be much more difficult to use this as the basis of a course of in-service training. If it is to have a profound effect, you must somehow get the text in front of people, otherwise they are going to be living on every extract and summary and comment that they see—they might as well live on extracts of summaries of Black Papers as summaries of this.

With students in initial training you can compel them to read anything you put on a prescribed list. But to get advisers to use this, to get teacher trainers to use this with a teacher who thinks he knows most of it already, I think is much more difficult.

Neville Bennett: It's simply a source of ideas really. Whether you use this for teacher training is an individual decision—we're not saying, look at this book, then go and use it for teacher training.

Noel Entwistle: This started off as pure research, but if it has implications, what precisely are they? If they were adopted in that precise form, what effect would it have on the effectiveness of those teachers? If we are not careful this research won't be done. There will just be this book, which challenges a view of informal methods in primary education that has developed over the years, and has been taught in colleges of education and elsewhere, often without adequate qualification.

It needs to be translated not just in terms of putting over the main points in a way that teachers will be interested in, but somebody is going to have to do the intermediate step—the technology side of it, the translation of the ideas and implications into precise activities that teachers might like to try.

Jerome Bruner: I find myself bemused. Education is about the only field where people are expected to produce on all-purpose aircraft. If the authors had ended their book with some things about how this is going to be a golden instrument for teacher training, I would have said that they had been carried away by their enthusiasm. But they didn't.

The great problem about the conduct of educational research is that you get spot studies here and there, but no high command that is thinking through the questions as to how you get a set of studies. This book has not so much implications, but doubt-raising capacities with respect to things like curriculum and teaching training.

If I were a chief education officer and my chaps came to me and said what should we do on the basis of this book, I'd be hard put to know what to do. But I wouldn't blame the authors for that, I'd blame myself and the system.

I hope people will start asking again if we can afford to take one volume like the Plowden or the Hadow report as the only major guide to educational planning. Nobody is really taking that seriously as the only voice now, and I hope that this will hurry on the next stage.

Joslyn Owen: I don't worry about informal methods in the generality of schools in Devon, I want to specify weakness. I get examples every day about what the weaknesses are, and they don't go under the generality of informal versus formal. They go under the flag of people perhaps doing things because they think this is what Plowden wanted them to do, or this is what they thought it would want them to do.

I don't know what an effectively taught child is until he's emerged somewhere with signs of effectiveness, and regrettably one sign of effectiveness is whether he's got CSE or OND or something. I want to relate what you're saying in the book to what's going on in secondary schools. That's when we can actually say, "Well, is it effective or is it ineffective?"

Noel Entwistle: So would I—and I take the point that it should have been a six-year study. But £20,000 doesn't go that far. And it would be very nice if it were possible to see the careers of these children, because you can't spot the positives, but you can spot the negatives.

Joslyn Owen: The organization of schools demands that people should be formal versus informal. The middle school is a good example of a bit of thoughtlessness producing poor results in the name of informality; the results in the name of formality people are embarrassed about. They are good, and they don't really like to think they're good for that reason.

Neville Bennett: But why is that? Why do they think that way? The problem comes I think because advisers, in the main, have been pushing a progressive line.

Joslyn Owen: Yes, but they've been pushing it not because it's progressive, but because open-plan schools require a certain amount of letting children get on on their own. Integrated day classes, the way in which you put the older children together with the younger in smaller schools: all these things require that the eye of the teacher is off, and as soon as that is said, then people say they are being informal.

Neville Bennett: But you don't have to offer an integrated day in open-plan schools.

Jerome Bruner: We are all acting as if the notions that underly a progressive attitude or a more formal attitude is something that is invented in schools. This surely could not be right. This generation of undergraduates—and the generation that I saw last, who are the ones that you are talking about as teachers—tend in the main to have an enormous conflict in the relationship between formal and informal, which is one of the things that makes your book such a bombshell.

Everyone is worried about this. Relationships with the family—to what extent is there a formal relation with mother versus father versus child; relationships at work, between a supervisor and the person who's working with him; obviously this is one of the main crisis points within our society, if something as basic as the family is going through a transformation. I do not think you just change the schools. The tremendous impact of Plowden is that it hit a generation that was discovering this new way of breaking into a more informal, less hierarchically structured environment.

This relates also to the question of what becomes of the class structure in Britain. I do not know how you would predict from the social class of your pupils how they would do in terms of informal or formal classes, but one thing I know is that the whole issue of class structure in Britain is now so tense, and makes for a degree of unmanageability of public life, and private life, and certainly life in my university, that its reverberations within the school are to some extent beyond your control.

Vincent Rogers: The great difficulty progressives have is that they tend to think what they do can make a more total difference to the kind of human being that emerges, yet they are somewhat naive about all the influences that operate on a human being as he comes up through the culture.

Noel Entwistle: The climate of public opinion does change and what is accepted in the way of research often depends on that climate. Take a student who's going to become a teacher. Personalities do differ in the extent to which a formal or an informal approach is compatible with the way they would like to teach. Teachers undergo pressures not just in training, but also in terms of the general climate of opinion that affects the head-teacher, who in turn affect teachers who come into their school.

The pressures change from decade to decade, to what extent formality or informality is acceptable, but all the time the range of teachers is probably as great as ever, so that some will take the formal methods and some will take the informal methods, and will justify one or the other.

It's very interesting to see why teachers adopt a method, but I'm worried that when they have adopted one, in some cases there is a tendency to believe that it is going to be the best method for all the children in the class. If you force somebody to teach in a way which doesn't match his natural style that would be quite absurd. But he should also be aware of the possible effect of adopting a style on different personalities in the children.

Joslyn Owen: But does he have a choice? The style of doing anything is something which is the only way you can live with it.

Noel Entwistle: I don't think they have a great deal of choice in the tendency they adopt, but in the way in which they exhibit it I think they have a great deal of opportunity to change. I think the message we would like to put over is that within quite a small change it might be possible to do all that we are suggesting some informal teachers might think about doing. It wouldn't be a drastic change, because we have our example of a progressive teacher, who gets these exceptionally good results in the basic skills without destroying the ethos of the classroom.

Jerome Bruner: There's a good deal of doubt, coming as much from Neville as anybody else, whether the simple dichotomy of formal versus informal is a manageable dichotomy. I think we all have the feeling that that has to be analysed a lot more closely.

Neville Bennett: I think you've got to look around elsewhere to see what other researchers are finding. I have located six studies of this sort, and they all show the same pattern. In one American study the high-ability children were one year and three months advanced in formal situations.

But there's a problem with the case-study approach. If you take one supposedly effective teacher and you describe their practice, are all other teachers doing the same as that particular teacher going to get the same results?

Noel Entwistle: No, but if you have 50 such studies from all over the world. . . .

Neville Bennett: . . . You can build them up together. This essentially is how Piagetian theory developed, with groups of three or four kids in the Swiss middle class. This is it, you get a number of case-studies each looking at the different classrooms, then you attempt to pull out the links or similarities between them.

Jerome Bruner: Your example of Piaget is very apt—if you're interested in how a child achieves the idea of invariance across variations in appearance then you will have learnt something. But if you really want to learn something about development, you have to have a very soul-searching time about what criterion you are shooting for. You are not just looking at how they do the standardized text—you come to the question, what are you going to produce, and why are you trying to produce it?

Neville Bennett: But that's a different question from the one we're trying to answer.

Jerome Bruner: None the less, case histories have to bear it in mind.

Neville Bennett: The whole problem is there's just no way of evaluating many of the things that the progressive teacher wants to produce.

Vincent Rogers: One of the characteristics that has been associated with informal teachers is flexibility. My guess is that a good formal teacher is also a flexible person. If you are that rigid that you never change anything, I don't think you are going to be a good teacher. There has been some research along those lines; maybe that's an avenue that ought to be pursued.

A philosopher for our time

Gabriel Chanan on Hannah Arendt

The death of Hannah Arendt last December in the age of 69 has passed almost completely unremarked in Britain. She has not attained over here the recognition which, in her adoptive America, makes her ideas an indispensable landmark when the politics and psychology of the present day world are being discussed. Yet even her British detractors credit her with outstanding originality and at least intermittent brilliance. Those more in sympathy with her work would claim that she grapples with the problem of meaning in contemporary life with an unparalleled combination of intellect, passion and humanity.

I tend to the latter view. But her work is far too rich for me to attempt a definitive judgment or even, in this note, to give more than a painfully simplified impression of the excitement of her ideas. What is certain is that she ought to be read far more than she is, for she has a wealth of light to shed on the problems of freedom and purpose which animate us in 1976.

Hannah Arendt was born in Hanover, Germany, in 1906. At university in Marburg, Freiburg and Heidelberg she studied philosophy, Greek and theology. Karl Jaspers and Martin Heidegger were among her teachers. The subject of her PhD thesis, which was published in Berlin, was "The Concept of Love in St Augustine". The events of 1933 exploded her scholarly career. Soon after Hitler's accession to power she agreed to collect data secretly on official anti-semitism for the Zionist organization. "Jewish, but not a Zionist, at this time she had as yet no definite interest in politics.

She was arrested but managed to escape, to leave Germany illegally and to make her way to France. There, all writing and intellectual ambition abandoned, she did social work among Jewish refugees, and organized emigration to Palestine. In 1941 she again escaped, to the United States where she subsequently remained and eventually became a citizen.

During her first two years in the United States she wrote a column in a German-Jewish newspaper, chiefly on the need for a Jewish army. For the decade following the war she worked in institutions devoted to Jewish culture in America. Subsequently she was a visiting professor in a number of American universities but gave her main energies to writing. She was married in 1940 to Heinrich Blucher, an art historian, who died in 1970. They had no children.

The end of the war permitted her to take up her intellectual work again—but now its subject and purpose were entirely conditioned by the turbulent experiences of the past 12 years. Her aim was to document, to digest, to understand not only the Nazi holocaust and developments in Russia but what was happening to the whole spirit of man in the twentieth century. The result of these labours, *The Origins of Totalitarianism*, appeared in 1951 and was widely acclaimed. "The years I spent writing it, from 1945 onwards, appear like the first period of relative calm after decades of turmoil, confusion and plain horror".

Her thesis was that totalitarianism —Hitler's Germany and Stalin's Russia—was a form of government wholly new in world history. Where tyrannies sought domination, totalitarianism sought to liquidate all autonomous activity at the root. It created a new type of human being, the "mass man", whose mind and personality belonged entirely to the synthetic reality of the movement and the leader's will.

To substantiate this analysis, Arendt dug deep into the climate of popular ideas in the nineteenth century. All previous conceptions of politics, whether classical, communist or capitalist, had assumed self-interest to be its one stable and

irreducible factor. Totalitarianism showed that even self interest could be annihilated if all social groupings other than the movement itself were first destroyed. Thus all attempts to explain totalitarianism as a bid for advantage, whether of a nation, a class or even a single despot, would fall short of the reality. The driving force was a desperate wish to replace the randomness of reality and the unpredictability of experience with the fast-iron logic of an all-embracing ideology.

From here, Arendt moved to other fundamental questions of modern consciousness. Six essays written between 1954 and 1961 and published as *Between Past and Future* analysed respectively the concepts, and particularly their modern decline, of tradition, history, authority, freedom, education and culture. This is the most approachable of her characteristic works. The fifth of these essays is her only sustained discussion of explicitly educational issues, but it is really a drawing together of the rich educational implications of her work as whole.

She argues that progressive education in the United States (in 1960) is a disaster. Freedom, the proper aim of the political sphere, is not served by extending the political sphere as such into education. "By being emancipated from the authority of adults the child has not been freed but has been subjected to a much more terrifying and truly tyrannical authority, the tyranny of the majority." Freedom is not merely escape from compulsion but influence over common destiny. Concern for freedom will issue in a clear intention to equip the new generation with a full understanding of the public realm, an understanding which they cannot achieve purely through their own experience.

A vital distinction must be made. Arendt argues, between intellectual qualifications and the teacher's authority. "The highest possible qualification can never by itself beget authority. The teacher's qualification consists in knowing the world and being able to instruct others about it, but his authority rests on his assumption of responsibility for that world . . . (In education) authority has been discarded by the adults, and this can mean only one thing: that the adults refuse to assume responsibility for the world into which they have brought the children. . . . Modern man could find no clearer expression for his dissatisfaction with the world, for his disgust with things as they are, than by his refusal to assume, in respect of his children, responsibility for all this."

This disgust, she insists, is the very opposite of a revolutionary determination to found "a new order in the world". How it arose is the question she addresses in *The Human Condition* (1958). This is the book which established her reputation as a philosopher. Its framework is a distinction between labour, work and action. Labour is the production of the necessaries of life, and as such is an endless, constantly consuming and consumed activity. Work is the production of enduring objects—material and cultural, which stabilize the world and make it into a home for man, rescuing him from the endless transience of merely living. Action is the realm of politics, the creation of a public space where freedom can be lived out.

The modern world, beginning with Galileo and decisively accelerated since the French Revolution, has seen the rise of labour to dominance over both work and action. Both public action, properly understood, and private experience have increasingly shrunk with the expansion of the social—the realm of the life process. The ever greater momentum of production and consumption eats away at its own concept and the reality of the world-as-a-home-for-man. Everything is dissolved into process, and politics itself is converted (most influentially by Marx) into a historical scenario in which the only important thing is a far off denouement. Respectful of Marx in many ways, on this central point Arendt regards him as fatally confused. Not, as she says Marx said, alienated from himself but alienation from the world is the characteristic psychological disease of modern man.

In 1960, Adolf Eichmann, Hitler's principal agent for organising the extermination of European Jews was captured in South America by Israeli agents and subsequently tried and executed in Israel. The trial was designed to imprint on public attention the nature of Nazi crimes against the Jews. *The New Yorker* sent Hannah Arendt to cover the trial, and the result was a series of articles later published as *Eichmann in Jerusalem*.

For Arendt, Eichmann's exposure was a perfect opportunity to test and particularize her analysis of the totalitarian mind. What she found most significant about him was that he was not a grotesque monster of a man, or an obsessive maniac in the Hitler mould, but a man without character, a conformist taking pride in "doing his job properly", lacking in imagination, mentally dependent on clichés, incapable of looking what he was doing full in the face. The book was subtitled "a report on the banality of evil".

It would be a labour of years to review with justice the hundreds of thousands of words that were written for and against this interpretation, and I have no wish to revive the controversy now. The book aroused furious opposition from Zionists, but not only from Zionists, for what was seen as an attempt to deny that Eichmann should be held fully responsible for his actions. Nowhere, in fact, did Arendt argue this. She supported the holding of the trial and the execution of Eichmann. She did criticize the prosecution and say that it would have been better if the trial had been conducted by an international court, for she felt that the world-wide significance of the Nazi phenomenon and indeed of antisemitism was being neglected in treating it primarily as an event in Jewish rather than world history.

The controversy took on, as these things do, a life of its own, which bore a fainter and fainter relation to what Arendt had actually written. The concept of the banality of evil", however, has remained a popular and vital idea in trying to understand the forces of brutalization in our time. It was cited, for example, by Stanley Milgram in his research on *Obedience to Authority*.

While the Eichmann controversy was still reverberating, the last of Arendt's major works, *On Revolution*, appeared. It received widespread but largely hostile notices in Britain, which could partly account for her present neglect. It is basically a comparison of the French and American revolutions and their subsequent influence. The American revolution put liberty first and created a body politic which, whatever its failings (and Arendt concedes they are enormous), has so far survived intact. The French Revolution put equality first, rapidly devoured its own creators and initiated a series of worldwide constitutional convulsions in the midst of which we still live. Arendt declared herself in favour of revolution on the American model, and castigated America for having forgotten its own original virtues and become the opponent of revolution in the rest of the world. Between American obliviousness and European destructiveness, the revolutionary tradition had "lost its treasure, the spirit of public freedom and happiness in which it began in the eighteenth century.

British critics berated Arendt for regarding the establishment of the American republic as a true revolution, for neglecting all other modern revolutions except the Stalinist, and for putting political liberty decisively above material equality as a revolutionary aim. Bernard Crick wrote "One is in the presence of the most original mind in modern political literature—but here she has laid the biggest curate's egg imaginable".

In her remaining 12 years Hannah Arendt produced no more massive theses, though she is said to have left two thirds completed culminating work on the life of the mind. She did publish a variety of essays, mostly brilliant, sometimes disappointing, which appeared in two collections, *Men in Dark Times* and *Crises of the Republic*. Nonetheless, these compelling, as well as could at times become an ingenious in her pursuit of paradox as to smother the commonsense *sound* the question in hand.

However, the explanation for the neglect in England probably lies mainly in the unfamiliarity of her intellectual posture, including its sheer immensity. She has an unfashionable respect for classical, medieval and enlightenment philosophers, and the freshness and polgnancy with which she registers modern reality makes her read, at times, like an emissary of ancient Greece expressing his wonderment as he steps out of the time machine. Yet she also writes out of the heart of twentieth-century darkness.

Despite her affinities with continental philosophy, she is sceptical of all "systems" which would claim to explain human affairs by some underlying law, whether sociological, psychological or scientific. History, she insists, is the emergence of the new and the unpredictable. While man must strive to understand he must also remain alive to the fortuitousness of reality, avoiding at all costs "the tyranny of logicality, against which nothing stands but the great capacity of men to start something new".

The books of Hannah Arendt (to date of British publication) are: "The Origins of Totalitarianism" first published as "The Burden of Our Time", Secker and Warburg 1951, Second enlarged edition Allen and Unwin, 1961, third revised definitive edition, Allen and Unwin 1967.

"The Human Condition", Cambridge University Press 1958.

"Rahel Varnhagen" (biography), East and West Library 1958.

"Between Past and Future, Six Exercises in Political Thought", Faber and Faber 1961.

"Eichmann in Jerusalem", Faber and Faber 1963.

"On Revolution" Faber and Faber 1964 and (revised edition) Penguin 1973.

"Men in Dark Times" (essays), Jonathan Cape 1970 and Penguin 1973.

"Crises of the Republic" (essays) Penguin 1973.

There is one British monograph on her work, "The Political Thought of Hannah Arendt" by Margot Canovan, Dent 1974. It contains an excellent brief introduction and an interpretation which points up particularly those aspects of Arendt approach which contrast the conventional political wisdom

Reader, writer, idea

A. S. Byatt on two new studies of Jane Austen

Jane Austen and the War of Ideas. By Marilyn Butler. Oxford University Press £8.00. 19 812068 0.

A Reading of Jane Austen. By Barbara Hardy. Peter Owen £4.75. 7206 0134 70.

These two books on Jane Austen make useful complementary reading. Dr Butler sets out to deal with the common assumption that Jane Austen evaded the representation of the social or political complexities of her time. She does this by studying Jane Austen's novels in the context of a detailed survey of the novel in the late eighteenth and early nineteenth century. This survey, in turn, is carried out in the context of contemporary, moral, political, psychological and philosophical thought. "The novel of Jane Austen's day", she claims, "was not just didactic. It was also seen as relevant to contemporary issues, and, since these issues were unusually deep and clearcut, inevitably partisan".

Professor Hardy's study is not history of ideas, but what might be called mimetic criticism. She works, typically, by constructing a minute and sensitive image of the reading process, which, in its turn, hints at the complexities and difficulties of the imaginative choices and technical decisions of Jane Austen's writing process. She is aware of her place in history but prefers, temperamentally, to draw her analogies from the whole field of fiction, both before and after—Cervantes, Defoe, George Eliot, Samuel Beckett. Both critics do, however, focus on Jane Austen's technical innovations and both concentrate on the subtleties of her presentation of consciousness, inner and outer, private and social.

Dr Butler's primary war of ideas is between the liberal sentimentalists and the conservative rationalists—to classify crudely an eddying series of definions and redefinitions of human nature which she depicts with some subtlety. The sentimental writers believed, basically, that man's instincts were good—that the individual who followed his natural passions, uncorrupted by society, would be virtuous and admirable. The fiction constructed according to such beliefs would concentrate on the virtues of sympathy and sensibility, would exalt the requirements of the individual above those of the group, would examine the state of consciousness in detail, would tend to moral relativism and even further, to revolution. Sentimental writing was related to the autobiographical subtleties and fervours of the confessions of Rousseau and Werther. It was also modified by the philosophical views of human nature of thinkers such as Hume and Gibbon who saw man very much as a passive creature dominated "by the external environment and by the individual nervous system". One's instincts might be good, but one's will-power and reason were likely to be ineffective: thus "the typical hero of the era of sensibility is not the master of events, nor even the actor, but the sensitive observer. . . ."

English Jacobin novels, unlike continental ones, inherited in fact a strong puritan tradition and tended to base justice on reason rather than on revolutionary passion. Nevertheless, the events of the French Revolution produced an intensification of the English mistrust of passion, instinct, the individual. Burke asserted that man's basic instincts were social, that our culture was the sum of our corporate wisdom and reason, that men should be regulated by such corporate plethos and judgments. The anti-Jacobins preached against the easy optimism of the sentimentalists and revolutionaries and it is in the context of this conservative reaction that Dr Butler places Jane Austen.

"It becomes clear that Jane Austen's strong liking of the actual—that virtually moral distaste which she displays, from the Juvenilia on, for the romantic gloss on truth—is a characteristic partisan position of the time. Her development of the clever heroine, who strives, though often gullibly, for a clear-sighted assessment of human weakness, including her own, is also typical, and not the idiosyncratic taste of one original talent. Scepticism about human claims to virtue, however specious, real pessimism about the validity of individual human insights, are the hallmarks of the conservative writer."

One of the most admirable and exciting aspects of Dr Butler's book is the way in which she relates these large movements of mind to technical changes in the developing novel. In novels of sensibility the emphasis is shifted from the action, the cause and effect of plot, to the character's mind and inner development, which is what is morally felt to be important. Such emphasis produces the novel which is a series of "scenes" each refining the passionate responses of characters to outside forces or people—the work required of the reader, both as a moral agent and an aesthetic appreciator, is to sympathize with the character's psychology.

These developments are behind Jane Austen's new subtleties of insight and presentation, but much of her technical work is corrective. Dialogue represents the proper social expression and constraint of the individual. The love plot of the sentimental novel concerns the heroine's choice of true love—often in opposition to social conventions which constrict or inhibit her. Jane Austen's plots are also about the heroine's choices—but the element of reason, and conventional wisdom, the inadequacy of intuition, are everywhere displayed. Such historical insights make the study of Jane Austen's moment-to-moment narrative choices, her entries into the minds of her characters, her deployment of their interrelations both more possible and more fascinating.

It is with these narrative choices, as I said, that Professor Hardy is primarily concerned. Her first chapter discusses Jane Austen's "flexible medium", her capacity to combine, to move flexibly between "extroverted and introverted actions", her capacity "to glide easily from sympathy to detachment, from one mind to many minds, from solitary scenes to social gatherings . . . The combination of such social notation with such analysis of consciousness transforms our sense of what the novel can do." In later chapters Professor Hardy analyses Jane Austen's treatment of the feelings and passions, the effect of the internal narratives told by characters to other listening characters, the depiction of social groups, of properties and possessions, and finally the authorial presence, both as direct commentator, as indirect narrator, and, in certain cases, as part of the consciousness of the characters. (Fanny Price's witty observations are, even grammatically, very closely related to her creator's.)

Such a list of subjects can in itself show how Professor Hardy moves constantly between author, character and reader, and the flexible medium of the prose. She is particularly good on the interactions of the groups, and on Jane Austen's measuring and embodying of the intelligence of her characters. She quotes at length and most appositely. Reading her analyses is something between reading Jane Austen and a rare and gentlemly helpful lesson in creative writing.

The insights these two writers offer on individual novels are sometimes complementary and sometimes contradictory. Dr Butler says that there are didactic reasons why Elizabeth Bennett's inner passions are not displayed. Professor Hardy triumphantly demonstrates that they are. Professor Hardy shows us the delicacy with which Fanny Price's consciousness of her world, and of her solitude within it, *are* set up. Dr Butler offers the brilliant and provocative view that what people sense to be wrong with *Mansfield Park* is the result of "the incongruity of subjective heroine-centred writing to the subject in hand". The presentation of Fanny, she says, claims sympathy for her because of her weakness and passive situation. The moral of the plot claims sympathy for her intransigent, intelligent strength.

Professor Hardy is brilliant on the social groups of families and the use of talk to create the closeness and distance of them. Dr Butler, analysing the precedent of Maria Edgeworth, points out that dialogue developed technically to depict the moral structure of a world where what happened was not, on the whole, actions, but talk. Words were the life of ladies in drawing rooms.

Both approaches have their danger. Dr Butler occasionally distorts a novel to fit her thesis (I can see why Jane Fairfax must be an anti-heroine. I don't believe it, quite.) Professor Hardy runs the risk of pointing out to a sensitive reader what that sensitive reader has already read in Jane Austen, and thus seeming interfering or repetitive. But both are far too good for these complaints to be more than tangential to their very solid achievements.

Warmth, cant, and gobbledegook

Charles Rycroft on humanistic psychology

Ordinary Ecstasy. By John Rowan. Routledge and Kegan Paul £2.25. 0 7100 8344 0.

Apart from the information that playing Lego can be a form of moving meditation and may induce states of ecstasy, this book has nothing new to say about ecstasy, ordinary or extraordinary. It has, however, considerable value if read as a guide to the counter-culture.

Its author is at present chairperson of the Association for Humanistic Psychology in the United Kingdom, which is one of many organizations propagating what they believe to be an entirely new vision of human nature and relationships; one based on love, on a belief in the potential goodness of man and his potential for virtually unlimited growth. In this book he provides detailed descriptions of all those groups and activities which are in his view truly "humanistic" (not humanist") and, with which his organization is in communion, and more cursory descriptions of those which are in his view infidel or heretical—the religious classification is, of course, the reviewer's not the author's.

The activities which have Mr Rowan's blessing and of which he discovered accurate accounts include encounter groups, microgroups, body work, etogerian counselling, transcendental meditation, transpersonal psychology, Gestalt therapy, psychosynthesis, psycho-imagination therapy, psychodrama, confluent education, psycholytic and psychedelic therapy, peak experiences—their name, it can be seen, is legion.

The infidels to whom Mr Rowan's Humanistic Psychologists stand opposed are, in general, the establishment and all participators in bourgeois society and, more particularly, behaviourists and practising psychoanalysts, who take as a possible the "bad-animal" view of human nature, and therefore an exaggerated respect for the needs and powers of society to socialize and tame the child, and to keep the adult socialized and tamed". Humanistic Psychologists are, however, neither Marxists nor anarchists, since they believe in personal salvation not political action.

"We do not believe in class war and revolution (but rather in collaboration through conflict); we do not believe in massive class movements based only on material interests but rather in the quality of individual personalities developed through living/learning experiences."

The heretics are the Laingians who—it has to be said more in sorrow than in anger—have fallen into grievous error, despite the fact that Laing himself remains one of Humanistic Psychology's Early Fathers, whose texts can still be read with profit. (The role of Christ must, it seems, be assigned to Moreno, a Viennese near-contemporary of Freud's and the inventor of psychodrama: "He believed in play, laughter, spontaneity and action.")

The Laingians can, fortunately for all those who are heavy laden and seeking after the Truth, be recognized instantly by the fact that, at their so-called group-therapy meetings, everyone sits round on chairs, the therapists pretend to be just like their clients and refuse to do any therapy—liturgical deviations which symbolize two heresies; that the therapist is on the same level at anyone else, and that the body is not important.

So far as I can discover, this is not a fair or accurate account of the Laingian approach, and Rowan's regretfully dismissive attitude towards the Laingians is only one of several pieces of evidence provided by his book that the counter-culture resembles dissenting Christianity and the extreme left in possessing an inbuilt tendency to fissions based on what to outsiders seem trivial differences in dogma and liturgical practice.

In general, Rowan's book is an extraordinary mixture of warmth, generosity, good intentions, cant and gobbledegook. Like almost all counter-culture writings it lacks any sense of either the tragic or the past. Its optimism and its faith in man's capacity for joy and growth is achieved at the price of ignoring the fact that we all age and die and know that we are going to do so, while its account of the beginnings of the Humanistic Psychology movement in the United States in the 1950s and 1960s totally ignores the historical and social matrix out of which it arose, and the extent to which it is a continuation of an important strand in the social and religious history of America (and, indeed, of Christian civilization as a whole).

It is also silent about the economics of the movement itself, which is a pity; it would have been instructive to learn something about, for instance, the finances of the Esalen Institute, Humanistic Psychology's accidental Mecca in California.

PETER L. BERGER AND BRIGITTE BERGER
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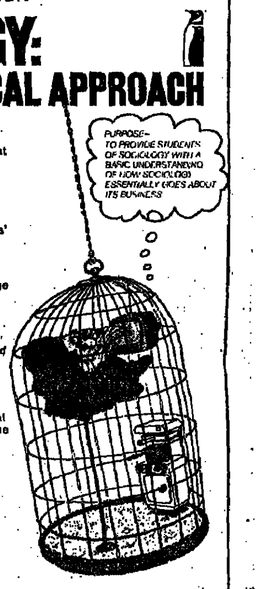

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In the eye of the storm

Bryan Thwaites

Why Johnny Can't Add. By Morris Kline.
St James Press £3.50. 900 097 48 6.

Mathematics is always in the eye of the educational storm. Whatever the direction of the wind, whether it is blowing for traditional methods, for greater understanding against selection, against examinations, mathematics seems to attract the fiercest buffets. And not surprisingly, for mathematics, more than any recognized subject, has two sides in it. First, it is a rigorous intellectual discipline in its own right, maintained and advanced by the international community of mathematical scholars; and second it is an all-purpose tool which is applied to an ever-increasing proportion of human activity.

At school, mathematics, if it is to make any sense as a more-or-less compulsory subject for those between the ages of five and, say, 14, must show both those sides. And a central question for the builder of a school mathematics curriculum is: what should be the balance between the two?

Professor Kline's book, published originally in the United States in 1973, does not answer that question, nor is it particularly relevant to the situation in the United Kingdom. There are a number of reasons for this. Principally, British mathematics has always had its own distinctive flavour—largely due, I always like to think, to the accident of Newton, the supreme pure and applied mathematician, being born an Englishman. So, although British mathematicians move more than hold their own in the professional world of their particular specialisms, they also have an exceptionally balanced view, which is reflected in the schools, of the way in which their subject impinges on other subjects and on society as a whole.

In the States, mathematics is (roughly) what we here call pure mathematics. And when, in the late 1950s, there was a world-wide recognition of the need to update the school syllabuses which had not kept pace in previous decades with the explosion of applications of mathematics, innovators in America made two fundamental mistakes.

They took as an axiom that school mathematics should consist of, and be treated as, "elementary mathematics from an advanced standpoint" (to quote from the title of a famous text of the time); and they placed the responsibility for new syllabuses and texts in the hands of university mathematicians to the virtual exclusion of practising school teachers.

Why Johnny Can't Add is an account of the consequences of these policies formulated between 1952 and 1958 and supported by huge funds on a scale unimaginable in this country. It is an account distorted by the heat of the battle between the proponents and opponents of what, in the States, is called New Math, and its main value to us in this country is to serve as an awful warning.

That is not to say that there have not been corresponding battles here and the publication of Morris Kline's book in England usefully focuses attention on the problems now besetting our mathematical education. These, however, arise hardly at all from content. The differences between the various materials being used in schools are minimal in terms of the topics they cover. There is a broad consensus, broken only by occasional detail, among school teachers of mathematics as to what should be in the curriculum.

Why then is there a widespread feeling in the country that standards of attainment are falling? Let me briefly outline some possible reasons.

First, there is the totally inadequate stock of teachers of the subject. On this there is, without doubt, a conspiracy of silence on the part of local education authorities. Certainly it is a matter of judgment as to whether revelations would be counter-productive, and one can understand the reluctance of L.e.a.s to expose themselves to parental wrath. But it is more often than a national scandal that about one half of our teachers have not even an O level in mathematics.

Totally inadequate, too, is the provision made by Government and l.e.a.s for the in-service training of teachers. There is no policy at all whereby every career teacher (that is, excluding the short-return entrant) is automatically enabled to become up to date in his subject—and this at a time when knowledge and its applications is expanding ever faster.

Hardly less disastrous has been the effect on teachers, on their enthusiasm, commitment and willingness, of their role as football in a political and ideological game. Government policies and local authority reorganization have resulted in personal insecurity and divided loyalty; and their professional opinions and convictions are increasingly called into question. We all, apparently, are experts on education.

But if Johnny cannot add, it is probably due more to the attitudes now current in society as a whole than to the influences within the classroom. Society nowadays places little insistence on accuracy or precision. The prevailing mood is that we all have a right to the various benefits which a technological society can offer, but that there is little obligation on us to contribute to them efficiently. The evidence is all around us. The inaccurate shop bill, the wrongly-addressed letter, the mistaken order, the broken promise—these are our everyday experiences and carry no sanctions. Little wonder then that the schoolroom is affected. Why should a teacher bother with punctuation and precision of expression or spelling if neither examiner, nor parent, nor employer is going to be bothered either way?

The lesson, therefore, that should be drawn from Morris Kline's polemic is universal, not restricted to mathematics. This question concerns not Johnny's arithmetical skills but the objectives of education itself. Given the concept of compulsory education, what is expected of it? It is one symptom of our national distress that there is no consensus about the answer. Between the extremes of education as a mechanism of social engineering and as a preparation for academic advancement, there is a spectrum of opinion within which there are few fixed points. This is the recipe for decline. A society which cannot agree on its objectives, and which constantly calls into question the organization, the motives and the competences of its major institutions of which Education is the greatest, has not the essential inner strength to sustain standards.

Johnny will go on being unable to add just so long as most of us do not care.

Actualities

Pierre Watter on the General Strike

The General Strike. By M. Morg
Penguin £1.50. 014 02 1944 7
The General Strike. By G. A. Hps.
Weidenfeld and Nicolson £5
77063 2.

The General Strike is so co with myth that its actual h has become something of a t sest. In bringing it to light Mr lips breaks new ground. His nation is thorough and info its conclusions inescapable. A eral strike, if it be really demands the suspension of tional interests (inevitable in flict); it requires that c stances should have brought a unanimity of need such a compact majority stands s to a ruling minority, reso enforce its will with all mea commands. As such it is eve a political act going beyond t "strike".

These conditions did not e 1926. As Mr Phillips and Morris make plain, the st never rose above sectional and was dominated by comp with its concomitant susp jealousies, pettiness, rival among the several unions, be leaders and rank-and-file, be the Labour Party and the T between the unemployed an employed. To talk of being such circumstances be absurd. Self-seeking, which that of all others as inimical to success of its own, would in itself, did it not betray it when self-preservation required Attending to actuality, Mr Phil destroys the myth: the strike not only never genera never intended to be w who, reluctantly compelled brandeu it, sought ever to con it; nor did it for a moment beyond the limited purely un mic sphere.

Indeed, its non-political char was explicitly asserted so as remove any suggestion of its b a threat to established con tional government and institu arrangements. Voluntarily de of its ultimate source of power misnamed general strike had failure as presupposition. If it ought to bring to an end dation proved obdurate, subsidy became inevitable.

To pass judgment is vain: the accusing circumstances for be other than they were. Mr Phillips concluding assessment eschews attempt to do so. Refreshingly of rhetoric, he soberly sets out the General Strike's limited poss lities and effects. He sees strike as the product of histori developments that emphasised fa tionality and conservatism, and c jectures that its result was emphasize them even more. In doing he thoroughly discredits romantic (or dogmatic) view 1926 as the British 1905.

Mrs Morris, in contradistinction remains within the convention mythology. Although her study accompanying essays by hands are packed with informat little of general import emerge except perhaps for evidence of s radical illusions entertained by numbers of the rank-and-file part cipants, a not unusual circum stance. One knows somewhere about some trees, but more about the wood than here.

Brief lives

Cabinet makers, poets, conquis naturalists and sailors who b between 1603 and 1714 rank a the 322 entries in Lives of the Age, edited by Edwin Hu September 1, 85045 087 X). (Osprey Publishing £12.50, comment is wisely kept subor to (adequate) biographical (very select) bibliographical in ation. There is a useful cl index and pleasing mosaic illustrations.

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Paperbacks

Plague and pestilence

Man, Environment and Disease in Britain. By G. Melvyn Howe.
Penguin £1.25. 014 02 1808 4.
The Penguin Medical Encyclopaedia. Edited by Peter Wingate.
Penguin £1.50. 014 051 048 6.
Cancer. By R. J. C. Harris.
Penguin 80p. 014 02 0549 7.

The invading Celts, tall, blue-eyed folk, brought wooden ploughs and iron tools to Britain, as well as plague, leprosy, tuberculosis, malaria and perhaps syphilis. They found the short, dark Britons already racked by plague, leprosy, tuberculosis, malaria and perhaps syphilis. In prehistoric times the average lifespan was about 18 years; it is astonishing that we did not become extinct long ago.

Political and military events make little showing in Professor Howe's history of Britain: until the nineteenth century even social and scientific history hardly influenced the comings and goings of the great diseases. While every human settlement was crowded and filthy, pestilence could take us whenever it wished. How it moved is mysterious even now. We do not know fully why cholera suddenly spread from continent to continent; hardly at all why the bubonic plague never came back to Britain after the seventeenth century. Endemic disease was as little understood and as ravenous as the epidemics; a London bill of mortality for a week in plague-year lists deaths under 50 heads, including meagrome, purples, imposthume, rising of the lights and (a condition more dangerous than most) simply "infants".

Professor Howe tells his story well, with many campaign maps to show the epidemics' lines of advance and the favourite lurking-places of endemic diseases at different periods. There are maps of pollution, water hardness, longevity and absenteeism. One even shows the distribution of bracing air in Britain (depicted by what I suppose one should call isobraces; it appears, by the way, that Grimsby bracks Plymouth relaxes). So many factors are involved that it is not surprising that not all this information is fully digested. We have noticed far more than we can yet fit together. But the book is a fascinating, often macabre, account of how man formerly endured disease in almost total incomprehension, while today he brings on himself avoidable maladies whose causes are often perfectly well understood.

The Penguin medical dictionary, reissued in revised form, is a tight-packed and useful book. It is important, however, to be clear what it is not. Although addressed "in particular to the patient himself, who should be the doctor's principal colleague" it is not designed to help people diagnose or treat their own ailments. Nor is it an analysis of the Health Service, with hints on how to work the system. It serves to satisfy curiosity in the best sense. It describes the functions and malfunctions of the body, how the latter may be treated, and the ethical problems that arise. It has a strong historical bent.

To assist the lay inquirer it makes a special point of ample cross-references ("Pink-eye: see conjunctivitis"; "Tension: see premenstrual tension"). Perhaps it ranges unnecessarily wide (Amaulia? Culex?), but that is a fault in the right direction. It is as handy a way as any of finding out why there are two sorts of amnesia, or how depression is treated, or about Devil's Grip, Soldier's Heart, Delhi Bell, and the Super-famule (who is often sterile).

Everything that lives is made of cells, and wherever there are cells, the process of duplication will sometimes go haywire. The longer a body lasts, the more likely it is that the process will go haywire. Cancer has grown more and more important as life expectancy has increased. Dr Harris's book starts with these basic generalities (though he does not go so far as to apply them to oak trees, which do not seem unduly subject to carcinoma) and goes on through many complexities at the borderline between chemistry and biology to describe the causes and treatment of cancer, as well as the achievements and prospects of research.

George Hill

Grounding in mechanics

Frank Anstis

Mechanics, Vibrations and Waves. By T. B. Akrill and C. J. Millar.
Murray £2.95. 0 7195 2882 8.

Most science teachers agree that a good understanding of the basic concepts of mechanics is an essential prerequisite of any successful course in the physical sciences. All too often, however, sixth form work moves at too fast a pace to enable pupils to master these concepts as they go along. It is in such circumstances, which become more common as sixth form doors are opened to less able students, that it is useful to refer to a textbook setting out these basic ideas logically, accurately and, above all, in a style which a pupil can follow by himself.

Mechanics, Vibrations and Waves leaves little to be desired in the clarity of its presentation or the soundness of its approach. It deals fully with traditional and fundamental mechanics, it reflects much of the thinking which has gone into Nuffield curriculum development, and it also makes full use of the improvements in style and presentation which have been such a welcome feature of science texts in the last decade. In all these respects it is what one would expect from a book written by two experienced schoolmasters and critically examined before publication by the redoubtable Dr J. W. Warren of Brunel University.

The text is carefully supported by numerous worked examples which help to explain the topics with which they are concerned, and each chapter closes with a large collection of original exercises selected to strengthen the reader's understanding and encourage his thinking about the equations he is using in the solution of problems. Another useful aid is a series of bibliographies referring to standard works, modern texts, *Scientific American* off-prints and other source material. Altogether these features combine to make this an attractive package.

Reading a text such as this, embodying all that is best in our sixth form science courses, brings only one sad thought. This is the nagging fear that if Schools Council ever convinces the Department of Education and Science to accept its proposals for the new N and F levels examinations at 18-plus in five subjects we shall have such truncated and diluted courses that there will no longer be sixth form pupils who come anywhere near the level of attainment made possible for those who adopt this book. Where then shall we find our specialists in physics? And can it be that this book marks the high mark of school physics?

Technology made easy

F. W. Kellaway

Engines. By Arthur Conway.
0 356 04380 0.
Wood Technology. By Frederick Oughton.
0 356 05107 2.
Macdonald Educational. £1.50 each.

These two volumes are additions to a series described as "background and introductory material for those at school and in college" and designed to provide "an easy to understand introduction to technology".

They satisfy the stated criterin well, although some qualification about their contents is necessary. So much ground is covered, that either a good deal of pre-knowledge or access to a range of additional reading is essential for adequate understanding. Pre-knowledge is presumably ruled-out since the emphasis is on the introductory nature of the material. But, despite the two-page glossaries, a comprehensive technical dictionary would be required by readers if they were properly to comprehend what they see here.

But who are the readers? One deduces that they may be relatively mature, and of reasonably high intelligence: it may be that "teenagers" are in mind. Given a good teacher, and supplementary books, they could be well-served. There is an accurate lay-out of facts; on fuels, different types of engines, their components and functioning, and the principles of thermodynamics; and on the distribution, winning, processing and fabrication of wood, and the hand and power tools used at various stages of manufacture.

The illustrations are admirable; many of them are in colour, and relate to incidental topics. There is mention of historical developments, the purification of water for use as a working fluid or coolant, lubricants, and pollution (in the work on engines), and of the making of the game of Kalaha, or of dolls (in *Wood Technology*). In general these references serve only as pointers to more detailed reading elsewhere; but, as with the main themes in each text, this is undoubtedly deliberate. Both books could well stimulate a lasting interest in technology and its applications.

Children's literature

Tooth and claw

Fred Urquhart on animal stories

Watchers of the Trails. By Charles G. D. Roberts.
Kestrel Books £3.50. 0 7226 5104 X.
Jack. By Frank Walker.
Michael Joseph £3.00. 0 7181 1416 7.
Backyard Bird Hospital. By Mary Cockett.
Hodder and Stoughton £2.40. 0 340 19653 X.
The Colt at Taparoo. By Elyne Mitchell.
Hutchinson £2.45. 0 09 130080 0.
The Wild Ponies. By Joyce Stranger.
Kaye and Ward £1.10. 0 7182 1024 7.
The Animal Family. By Randall Jarrell.
Kestrel Books £2.00. 0 7226 5191 0.
Puffin Books 50p.

Two years ago the publication of a new edition of Sir Charles G. D. Roberts's vivid novel of Canadian wild life, *Red Fox*, was so successful that the publishers have reissued his collection of stories *Watchers of the Trails*, published first in 1904. In his preface, Sir Charles recalls that a distinguished author "to whom all contemporary writers on nature are indebted" had accused him of ascribing human motives and human mental processes to his animals.

The distinguished author's charge is groundless. It was a fault which, Sir Charles said, he went to particular pains to guard against. He spent most of his boyhood in the forests of New Brunswick, and the result is that his knowledge of wild life still remains almost unparalleled. His painstaking observation of animals ranging from the huge bull moose to field mice is utterly objective, and he writes without any sentimentality about the cycle of life and death in which the dragonfly eats the tadpole, the frog eats the dragonfly, the giant trout and the raccoon eat the frog.

Watchers of the Trails is full of action, fine descriptions of the Canadian backwoods, and interesting pieces of nature lore such as that about the porcupine always eating "as if famine were in ambush just over the next hillock." Outstanding stories deal with the rivalry between a lynx and a gigantic wildcat; a sheepkilling bitch—half collie, half Scottish deerhound—which mates with a wolf and has a litter of wolf whelps fiercer than their dam and sire; and a black bear cub which, sold by an Indian to a circus, escapes and finds life in the wild difficult and strange after five years as man's captive. The black and white illustrations by Julek Heller are as forceful as the text.

There is no nonsense about human emotions being given to animals in *Jack*, either. Frank Walker's telling of the life of a working Belgian sheepdog is as splendidly sane and matter-of-fact as the character of Tom, the Yorkshire estate agent who buys the pup for £45, trains him and occasionally ponies him on the usual sheepdog test contests, and has him as a close companion until Jack, aged eight, meets his end in a fight with an otter. It has illustrations by Martin White.

Nor is any false sentiment to be found in Mary Cockett's fiftieth book *Backyard Bird Hospital*, illustrated by Gareth Floyd. Young John and his father turn an old shed into a hospital for wounded birds. Among their patients are a Barbary dove injured by flying into a car's windscreen, an owl peppered with air-gun pellets, and bullfinches damaged by oil in the sea. Mary Cockett has a nice sense of humour, and her birds and humans are very natural—especially the neighbours who complain about the noise and the smell coming from the hospital.

Unfortunately, Elyne Mitchell's story about a mare and her foal on a cattle station in Australia is spoilt by giving the horses human thoughts. Gay, the white mare in *The Colt at Taparoo*, adores her young master, Robin, and seems to be always happy when helping him muster the cows and bullocks. This may delight horsey little girls, but I wonder if even they will be able to keep straight faces at the dialogue. Over 50 years ago Sir Charles Roberts described a Canadian farmer's "vigorous backwoods vocabulary." What would he have thought of a hard-riding Australian saying to his horse: "Dear old girl. Your little filly looks so beautiful."? The drawings by Victor Ambrus have great grace and they compensate nobly for some of the narrative.

A much more realistic delineation of equine life is given by Joyce Stranger. *The Wild Ponies*, illustrated by Robert Rothero, is designed for the very young, but older children could learn some good lessons from it. A herd of wild ponies is driven from its usual grazing by a hillside fire started by some picnicking children leaving an empty pop bottle among the dry grass, heather and gorse. The fire destroys many birds and small animals and causes others like the ponies to flee for their lives.

The Animal Family is a charming tale for all ages about a hunter who meets a mermaid who likes to be tickled and who teaches him the dolphin and seal language. They live together for many years and adopt a bear and a lynx and, finally, a baby boy. The decorations by Maurice Sendak are as enchanting as the text by Randall Jarrell, the American poet.

Engineering tests

A. J. Payne

Objective Tests in Engineering: Basic Mechanical. By N. L. Price, Edward Arnold £1.30. 0 7131 3340 6.

Examining boards and teachers have now accepted the value of the objective test as an aid in assessing the progress of students, both during and at the end of a course of study; and one consequence of that acceptance has been a growing demand for items that have been edited and tested for effectiveness. The problem of supply has been exacerbated by the decision of many examining boards to maintain the security of objective item banks, so that part papers are not accessible to teachers.

In producing this particular book the publishers have posed a question to those boards, for here, in a convenient form, are well over 300 items, all previously tested, which can be used by teachers and students involved with the Basic Engineering Craft Studies course. Since most teachers of this particular syllabus tend to think and teach along similar lines, it is inevitable that many of the items will be similar to, if not the same as those which are deposited in the item banks. And the question is whether or not those duplicated items should be withdrawn from the banks as being no longer secure. The appearance of books such as this must surely lead eventually to a decision to abandon security.

In the book itself there is much to praise. The items are arranged in subject groups, separated by headings and sub-headings in bold type; and where sketches are used they are clear and unambiguous. There is room for many more books like this.

Plane and solid

C. W. Tonkin

Intermediate Geometrical Drawing. £1.40. 337 14719 7.
Intermediate Engineering Drawing. £1.50. 14720 0.
By W. Heard.
Macmillan.

Designed for fourth and fifth year classes of secondary schools these two companion books may be useful, also, in technical college first year courses. Some knowledge of geometry and of machine drawing is assumed and the books are intended to complement class instruction. Plane geometry of the usual form occupies about two-thirds of the first book and solid geometry the remainder. Included are some examination papers.

Generally, instruction and exercises are on one page with relevant drawings and sketches opposite. Although an ample supply of books is already available, these present a line of treatment given by a teacher over a number of years. Having presumably given good results, it is therefore worth passing on to less experienced teachers. Conic sections are dealt with well, being treated as loci as well as sections of a cone.

The second book starts with a reference to materials and stresses followed by the usual range of engineering parts, occupying nearly three-quarters of the book. The remainder deals with machine drawing—details, sections, assemblies—and consists mainly of suitable exercises.

In both books the work is well laid out and the drawings are good. Numerous exercises are provided and the two books can be useful for class purposes.

Cooking experiments

Experimental Catering Science Workbook. By R. G. Cockett and F. A. Adams.
Edward Arnold £1.75. 0 7131 1893 8.

In this book about 90 experiments are contained in four main sections on food chemistry, microbiology, commodities and housekeeping science. These experiments commence with a brief introduction, followed by practical instructions and some short questions. Space is provided to record results and write in answers to the questions. This is a useful feature overcoming the use of laboratory notebooks and allowing the students to work uniformly.

The book is *not* suitable for all students interested in food, as claimed in the preface; it would not provide sufficient interest value or the essential challenge for Higher Diploma students who have already covered most of this work in introductory courses. In its present form it would meet the needs of City and Guilds, Ordinary Diploma and Certificate courses in Catering and Home Economics.

The introductions are concise and fragmentary and hardly of any real value and thus could have been omitted or left to a textbook or lecture notes for amplification. The practical instructions tend to be cryptic. It is a pity that the authors in this period of metrication and adoption of SI, are unable to convert entirely to the kilojoule.

Has enough attention been given to the safety aspects of performing certain microbiological experiments? No advice is given as to handling or disposal of culture plates. There is a paucity of books of this type, and this book is to be welcomed as the outcome of the experience of two teachers in this field, with all its difficulties of teaching students with little if any previous scientific knowledge beyond CSE and GCE O-level. In its present form several parts are less than exemplary and call for a tightening up of the text before entering a further reprint.

O. F. G. Kilgour

6 Constable dictionaries

Entomology
by A. W. Leftwich
B.Sc., F.Z.S., M.I.Biol.
£6.50

Zoology
by A. W. Leftwich, £4.00

Plants used by man
by George Usher
B.Sc., Dip.Agric.Sci., D.T.A.
M.I.Biol., F.L.S.
£6.00

Botany
by George Usher, £2.50

Literary terms
by S. Barnet, M. Berman
W. Burto, £2.50

Food & cooking
by Ruth Martin, £3.95

For the student, the professional and the general reader

Forgot to paint them white?

Ronald Fletcher argues for a non-racial society

White Media in Black Britain: A critical look at the role of the media in race relations today. Edited by Charles Husband.
Arrow Books 95p. 0 09 912220 0.

It might seem an odd, perverse, even a discriminatory title. Perhaps it would be better and more legalistically correct just to say "The Minstrel Show". Also, to get rid of the insidious sexual implications, at least 50 per cent of the men should be white and 50 per cent of the women black. But . . . no! What we need now is positive discrimination. We should emphatically reverse the superiority/inferiority scale of "black values" and "white values", and so have all the men white and all the women black. Only then might we move towards a multi-racial (not, let us note, a non-racial) society.

This is the kind of argument that comes out of *White Media in Black Britain*. Here we are again—the black and white of race relations in Britain—this time in a study of mass-communications. Once again the book is driven into the vulnerable sides of the Race Relations Board and the Community Relations Commission: both "lacking in real teeth" and "conservative and compromised from the start". On the basis of a content analysis of some newspapers and other data, we are told that we are prone to "selective perception" and that racist beliefs are endemic among "the white native population" in Britain. But does this not itself smack of an incredible degree of selective perception?—or a more primitive condition of sheer colour-blindness?

I am continually meeting red-brown Latins (Italians) who cannot stand blacks wherever they come from. I meet chocolate-brown Africans who cannot bear puffid-black Indians. I come across ochre-coloured matt-finished Jews who find yellow orientals distasteful. And I even encounter grey-faced Scots who (though compelled to hide it under a veil of decent politeness) obviously cannot bear the sight of upright rosy-cheeked Anglo-Saxons, of whom they seem perpetually and exceptionally jealous.

It is a colourful, complex picture, and the one thing above all that any social scientist must say for certain is that you cannot come to any black and white conclusion about it. Indeed, these two words ought to be struck from our public languages, especially from our elaborated code in which these misguided activists will insist on trying to write. Clearly, what we now need is a polychromatic scale with measurable gradations—like the Registrar General's scale of Social Classes—on the basis of a content analysis or *Grade 5* without really knowing what we are talking about unless we look it up.

This new collection offers articles on theatre (on dressing a "Black Theatre" in Britain), children's media, humour, television, journalism, and the now-to-be-expected Marxist piece which pukes at the "balanced" White View. Much of serious truth is said about what we all now know up to the hilt: namely that prejudice stalks all these fields, as it does other fields of social behaviour. But the real question is what to do about it, and this book does little but over-simplify the issue and propose solutions which are jejune not only in their conceptions of social fact, but also—and more especially—in their conception of social justice.

The over-simplification lies in the "Black and White" syndrome. It is surely plain—after about 30 seconds of searching thought—that the many features which characterize distinctive cultural groups in society (religious beliefs, rituals, traditions, patterns of social life, speech, dress, manners) cannot be even satisfactorily indicted by, let alone reduced to, this one criterion of "colour".

But the naivety is even more marked in the proposed solutions. It is argued, for example, that given the preponderance of "white values" perpetuated by "white" employees in the media, there should be a positive discrimination on the side of "black values" and "black" employees.

But once the complexity of cultural groupings in society is recognized, the idea that social justice requires a proportional representation of each of them on the staff of any theatre, newspaper, or television company, is simply ludicrous. Should we have a proportional representation of Scots, Jews, Iberians, Celts, Anglo-Saxons, Latins, Indians, Slavs, and others with distinctive aboriginal hues? What could be the point of such an exercise? It is—the activists tell us—to change the perception of Britain as "a white society that has black immigrants" to that of a "multi-racial society with black and white citizens".

But this, surely, is where the "Black and White" of it is so wrong-headed. If I may, in the shick of all this activism, refer to Aristotle—a pale-brown classical Greek—one basic principle of social justice is that the claims and counter-claims of all citizens should be equally considered, and then treated according to relevant differences. We do not therefore want a multi-racial society at all—because "race" is such a dubious category. We want a society of citizens, containing cultural groups of many kinds, and among whom "colour"—though conspicuous—is, in fact, the least relevant factor in the reciprocal consideration of claims.

Those who detest the injustices which have accrued about the concept and percept of "race" must first rid themselves of their stereotypes, and then bend all its power not to emphasizing, but eliminating, "colour" as a relevant factor. They might also spend a month or two catching up on Aristotle and John Stuart Mill sensible thinkers they are obviously and sadly neglected. Then, indeed, we might go towards humanity and justice rather than intensification of the many which can solve nothing.

I cannot, however, resist the temptation of closing with a mention of one kind of discrimination which (we are told) is so imbibed in our primary schools:

God made the little nigger boy
He made them in the night
He made them in a hurry
And forgot to paint them white.

Does this not beg for positive discrimination? How about:

God made the little Englishboy
He started in a shack,
But had to botch them quickly
And forgot to stain them black.

Children of all ages must come to see the sanity—not of a multi-racial—but of a polychromatic, pluralistic society of human beings in which the claims stemming from differences of religion, caste, tradition and many other factors which enrich our world, could be properly entertained and resolved—but in which the criterion of colour was nevermore thought to be a relevant factor in social justice by any informed and civilized person.

From Poland to Nagasaki

Tony Howarth on an objective Frenchman's view of the war

The Second World War. By Henri Michel.
Deutsch £12.50. 0 233 95535 6.

In its beginning and to its very end the war of 1939-45 upstaged the purest theatre of the absurd. Arrested intelligences were hailed as supermen, whole nations revelled in racial myths as puerile as they were vile, and mindless slogans masqueraded as ideologies. Leading members of the cast altered their parts and the plot at will, and whole sections of a neutered audience were hauled on stage and promptly sandbagged.

If it had not been for man of science, engineers and technologists, it could not have been so lavishly put on. But the backstage johnnies were as corrupt as the front of house magicians: together they helped make military titans of mere tiros.

Forty or fifty million souls went early to their respective Valhallas, Nirvanas and Paradises, while national priesthoods went busily about their work, and all was quiet on the Papal front. Finally, after eyeballs had run liquid in Hiroshima, Robert Oppenheimer took to wrestling with his conscience in public. "I am become death", said the scientist. It was, for those who could still laugh, the funniest punch-line in history.

Henri Michel's work as director of the research team of *La Revue d'Histoire de la Deuxième Guerre Mondiale* for over 20 years gives him an unrivalled knowledge of the sources of the war period. His single volume history was first published in 1968, under the title *La Seconde Guerre Mondiale*, and this new translation by Douglas Parmée is long overdue but no less welcome for the delay.

Michel's achievement is to omit nothing of importance and yet never fail to relate particular policies and campaigns to the rival patterns of Allied and Axis strategies. From Poland to Nagasaki the whole is made clear; Michel is as at home in the basilicas of the Pacific War as he is in description of the causes and effects of European resistance to the Nazi Reich. No politician, general or admiral passes at the valuation of his own memoirs.

Nor does the telling of the history depend for its momentum upon a particular national energy: there is no more of Vichy or of de Gaulle's Free French in Michel's work than they deserve. One thinks, in contrast, of "Britain versus the Nazis" histories in which the war was decided almost exclusively over the fields of Kent, at Alamein and via the convoys to Archangel.

Fittingly, Michel does more justice to both Britain and Churchill than would a dozen hagiographies. The weight, of *material*, the numbers of men and the distances between actions never obscure the single defensible morality of the war—the need to defeat Hitler and his allies.

As Michel tells the story, Britain did not defeat the Reich, Britain could perhaps never have subverted the Nazi hegemony, but she did outface it long enough to survive as an example and an ally to the greater powers of America and Russia. Wheeler, the retreat from Dunkirk was a magnificent escape from the jaws of defeat or a strategic error of the first magnitude is, for Michel, very much open to debate. And he quite rightly opposes Bullock to Namier was of incalculable importance to the eventual survival of free men is beyond question.

Michel sheds new light on some personalities of the period: on Paulus and von Rundstedt; on Chiang and Darlan; on Nimitz and Marshall; and especially on MacArthur, stubbornly hopping his bloody way from island to island. But despite an exhaustive treatment of the Russian front, we remain very much in the dark about the part played by Stalin. The Russian histories still tell us—and Michel—very little of how much was done by and how much in spite of "Uncle Joe".

Stalin's pre-war activities are better known and understood. Early in 1939 the USSR was in diplomatic contact with Germany on the one hand and with Britain and France on the other. Stalin's long-running nightmare of invasion from the west made him anxious to strengthen his Polish frontier. It was a nice question for Daladier and Chamberlain whether to guarantee Poland's integrity or throw in their hand with Russia. Poland's refusal to countenance the Red Army on her soil in the event of war had created the dilemma. In the end, Britain and France gave Poland a paper guarantee, while Stalin and Hitler signed her death warrant and agreed to dance together on her grave.

Well before then Europe had begun to fig to Hitler's wild tune. By 1939 the time for stopping Hitler's war, by Russia, by Britain or by France, had long been past. The absurd new logic demanded that Poland be propped up by distant, frigid friends while she was dismembered by the enemies in her front and back sections. Poland's suffering in battle and in the occupation which followed, set the tone for the global catastrophe.

After Poland, anything was possible. Auschwitz was just one of the many testaments of racial lunacy. Hiroshima was the supreme revelation of what sane men could do when they played to rules invented by men as powerful as they were grotesque.

Moslem conquests

A Social and Economic History of the Near East in the Middle Ages, by E. Ashtor (Collins £10.00. 00 216744 01) is a scholarly and comprehensive account of the momentous effect of the Moslem conquests on the economy of the Near East, and on the social conditions in those countries ever since. It draws widely on Oriental and European sources, and includes pertinent maps and subject and geographical indexes. Written primarily for the academic, this account will be valuable for the layman interested in both history and sociology; it makes a timely contribution to the current state of Islamic studies.

Priscilla Johnston's biography of her father, *Edward Johnston* (Barrie and Jenkins £5.25. 214 202584, and £4.00 214 20295 X) is a fascinating life of a calligrapher whose work ranged from lettering for the London Underground to transcriptions of Walter de la Mare and illuminated manuscripts. The book is generously illustrated with examples of all types of lettering and photographs of the man and his family.

Green baize table

Barry Fantoni on snooker

Pot Black. BBC TV, every Friday at 9.00 pm.

Pot Black, Compiled by Reg Perrin. BBC Publications 65p. 563 12471 7.

Spencer on Snooker. By John Spencer. Cassell £3.25. 304 93898 X.

Understanding Billiards and Snooker. By Jack Karnehm. Pelham Books £3.95. 7207 0860 5.

Complete Snooker. By Joe Davis. W. H. Allen £4.50. 491 01521.

Being an indoor sport, snooker is not normally thought of as having a season. But during the past seven years there has been a sharp periodical increase in the number of people playing, and this usually coincides with *Pot Black*'s opening frame.

Last Friday night at nine saw Willie Thorn (at 21 the youngest professional ever) taking on 30 times world champion, veteran Fred Davis. Davis won after a flashy opening by Thorn who, if he curbs his impetuosity will no doubt make it to the top. I might add that proving one's worth in one frame is much like playing a tennis match in one set.

I play snooker regularly, at least two frames a day, and often more. I have been bending over the green baize in a hundred different venues since my early adolescence. Until the advent of *Pot Black* a game was fairly easy to come by. Now as soon as the series was under way, snooker rooms swell with people who are seduced into having a frame by the apparent ease with which they have seen eight of the world's most accomplished players build large breaks and create unplayable snookers.

While not everyone can afford the luxury of private coaching, there are a few publications that can help the keen player to improve his game. Of nine books currently published, all but two contain elementary errors, the worst being on the type of stance a player should take. This seems an inherited mistake created inadvertently by Joe Davis, the founder of modern snooker, and a player still regarded as the W. G. Grace of the game.

In his book, *Complete Snooker*, Davis is shown taking his stance at the table in profile. His expertise is, if not ambiguous, a bit vague. He says: "In general terms my stance is much like a boxer's. The weight is forward, leaning slightly on the forearm." In fact, what Davis does when positioning himself is to stand with his feet at a 45 degree angle to the table and he keeps his weight distributed evenly on both feet. John Spencer's *Spencer on Snooker* and *Understanding Snooker* and Jack Karnehm both go to considerable lengths to explain the correct stance, emphasizing the need to run the hand holding the cue in a line over the instep of the back foot.

Spencer is twice *Pot Black* and world champion. His book, as well as being informative in an unfussy way is also technique, is an interesting account of his life. It is encouraging to know that he once bought for eight shillings (50 pence) a cue which he used for years ago, and that it was under weight and crooked. (It's encouraging, because if you do not own your cue, those you will find loom menacing against the walls of most snooker rooms will, if anything, be slightly worse than John Spencer's.)

Karnehm, like Sydney Lee, is a professional coach and as such would expect, his book is thorough, particularly in view of the topical excerpts taking the work as far as *Pot Black*. A good idea is the author's tendency to elaborate on his personal achievements in a full page setting; there is a page devoted to "The Jack Karnehm Billiard Spectacles".

The most useful book is perhaps that compiled by Reg Perrin. Apart from repeating a chunk from his book, *Pot Black* contains useful tips from all today's leading players. Their remarks are to the point and the players preach on practising what they preach on programme. There is also an informative and delightful introduction on how snooker began.

Six million people are alleged to play snooker in Britain. With the help of a few hours' careful study most would graduate from potting anything over a pocket with a piece of luck, to potting a black.

Are we teaching, or playing God?

Richard Wilkinson on headmasters

The Role of the Head. Edited by R. S Peters.
Routledge and Kegan Paul £2.95. 7100 8119 X.

*Allington of Eton was once asked by a parent, "Headmaster, what exactly are you educating my son for?" "Death, madam!" he replied. It was a good question—indeed, the question which every educationist has to face. Nowadays, few would agree with Allington's answer, or would quarrel with R. A. Colgate, one of the contributors to *The Role of the Head*, who tries to prepare his pupils for *life*—for the probability that they will be recruited several times during their career, for example.*

This is fine as far as it goes, though there should perhaps be more to education than this. In his thoughtful introduction Professor R. S. Peters rejects both the paternalism of the nineteenth-century headmaster, concerned with his pupils' moral progress, and also the fashionable idea of a manager running his school as if it was an industry. "Is there, then, a conception of a head which is neither paternalistic nor managerial?"

The seven authors whose interesting and thought-provoking essays are published here do not produce a satisfactory answer. Nor is this surprising. G. Bernbaum and William Taylor both investigate the historical evolution of the headmaster's role. They show how in the nineteenth century the head of a school was often a strange mixture of Hebrew prophet and general manager. In our own century Dr Arnold's influence has if anything increased. Even in comprehensive schools heads are unwilling to relinquish their traditional paternalistic role. We now question Arnold's aims without being able to replace them. It is therefore inevitable that we fail to devise an alternative role for the modern headmaster.

One solution is to duck the problem completely by reducing our aims. Mr Colgate concludes his extremely honest chapter with the ambition "to arrive at school with a smile, keep it all day, still have it when he gets home and then sleep soundly when he goes to bed at night." He likens his job to that of a ship-captain. As headmaster of an independent school I have a very simple aim—to stay afloat. Our seven authors, for much of the time, are also concerned with limited ambitions. Robin Barrow proves that the head's role is simply to run a school and that his chief qualification is "philosophical competence," that is to say, the ability to make sensible decisions. This is laborious stuff, as he admits.

Which brings me to my chief criticism. Why do educationists write so badly? They should know better. "To operationalize these outcomes in terms of behavioural objectives. . . ." "The professional-as-administrator, it is argued, is uniquely capable of achieving accommodation between the extremes." This emphasis on appropriate control and the professional's desire for colleague control." "When the chips are down and an apparently insoluble jam appears. . . ." These extracts are typical, hélas moi. Old friends like "on-going" and "day and age" jostle with "hopefully" used as a verbless adverb violating all rules of syntax (for example Times Newspapers will, hopefully, pay me for this review). In his essay *Politics and the English Language* Orwell argues that jargon conceals dishonesty. I suspect that educationists' verbiage hides the poverty of their ideas.

Only John Watts, the headmaster of Countesthorpe, writes really well, but he has something to say. The fact that, as he admits, most of his readers will disagree and indeed should disagree, is irrelevant. Mr Watts knows what his aims are; to train children for democracy. He has worked out his method; participation by the whole community.

He therefore writes clearly and attractively about his role. Alone of the contributors, he appreciates the menace of County Hall. He suggests, correctly in my opinion, that the colourless administrators and politicians who control appointments have an exceptionally clear notion of the headmaster's role—not to give the Office any trouble.) Hence the widespread distrust of "charisma", which is jargon for independence of mind and personality.

I was much amused by Dr Bernbaum's description of a survey in which headmasters were invited to assess their own efficiency. An incredibly high proportion gave themselves top marks. Headmasters are proverbially incapable of distinguishing between themselves and God Almighty. Perhaps we should stop playing God and start teaching again—the one role in which our masters at County Hall cannot compete. We might even recognize that there is nothing wrong with producing scholars and democrats who are also Christian gentlemen.

Worth the effort

David Head on modern Germany

The German Question 1945-1973: Continuity in Change. By J. K. Sowden.
Bradford University Press in association with Crosby Lockwood Staples. £12.00. 258 96963 6.

Dr Sowden's stated aim in writing his book is to "comply with requests by students specializing in the German political and social order for a succinct reference work on the underlying features of the German Question". With just over 400 pages the book may not be the average student's idea of concise, (its price certainly does not recommend it to the student pocket); nevertheless, this perceptive, often outspoken and well-documented survey of a highly complex subject without doubt fulfils the student with a firm basis for further study and specialization.

The teacher, on the other hand, would find this book refreshing, particularly in view of the topicality it achieves, with two useful postscripts taking the work as far as Helmut Schmidt's state-of-the-nation speech in January 30, 1975.

For the rest, Dr Sowden's book gives a conscientious account of its subject from what the author defines as the "post-1945 viewpoint", which, as opposed to the more broadly based "historical approach", considers the German Question to be essentially a "present-day set of questions".

The book is not as conscientious as it might have been, however, in carrying out its express aim of giving the all-important "clear picture" of the geo-political situation, for the simple reason that it contains no maps to back up its detailed discussion of such territorial nightmares as the Oder-Neisso issue. The writer's occasionally acadtic style (particularly his tendency to laminize when given the chance) does not make the going any easier. If the reader is prepared to put in a little effort, though, he will learn a good deal from Dr Sowden's book about a situation which the author justifiably describes as "the most significant unsolved problem bequeathed to us by the Second World War".

Some sort of Victorian liberal

The Government Policy of Protector Somerset. By M. L. Bush.
Edward Arnold £7.70. 7131 5800 X.

Edward Seymour, Earl of Hertford and Duke of Somerset, fell from power partly because of propaganda addressed to his fellow-aristocrats at a time when they were mortally afraid of rebellion. This seems to be the reason why he has acquired a historical reputation as "the good duke", as being, as Professor Slavin has successfully put it, "some sort of Victorian Liberal". This reputation has now been conclusively destroyed by Dr Bush. At the same time, this book resists the temptation to swing to the opposite extreme, and portray Somerset as an overbearing autocrat.

Somerset emerges from Dr Bush's study as a conventional man of his day, ambitious to conquer Scotland, conventional in the concerns of his social policy (though occasionally unorthodox in his selection of impractical means to execute it), no more tolerant in religion than was demanded by the necessity to conciliate Charles V, and ready whenever possible to use the services of the ancient nobility. Somerset's weaknesses, as they emerge from this study, were personal rather than ideological: he set out to be a conventional ruler, but did not do it very well. There are one or two dubious statements: the responsibility of the Scottish war for inflation is perhaps over-stated, and the study of civil law in the Universities did not "wither away".

However, the only serious flaw in this book is the stringent word-limit within which Dr Bush has been forced to confine it. A quick study of the references in the footnotes shows that he has done a great body of work, but he is constantly denied space to quote the material referred to in his footnotes. This means that, though we can instantaneously assent to most of his statements, we can only regard them as proved. If we have the leisure to look up his formidable body of references. This weakness may diminish the book's selling power; it is to be hoped that it will not diminish its impact; this is a book which every A level teacher ought to read.

The reader should perhaps be left with one final example of the incongruities of sixteenth-century warfare. The English, when bombarding Dundee, ran short of cannon balls, and the citizens of Dundee solemnly sold spent cannon balls back to them, to enable the English to re-use the cannon balls and fire them back into the town.

Conrad Russell

French assistance

Kenneth MacGowan

Guide de l'assistant de Français. By Geneviève Fontier and Madeleine Le Cunff.
Longman £2.50. 582 36304 7.

This excellent book emphasizes both openly and by implication that the assistant is primarily a teacher of his own language; neither a cheap supply teacher nor a "copain". Anyone interested in teaching or learning French could benefit from studying this guide; it is a sound and complete language course, dealing with what the assistant may have to teach and with how to do it and, widely, leaving the effective and psychological side of the assistant's activity to the local authority which employs him. The authors shrewdly isolate those linguistic areas where the English child has the greatest difficulty, both in pronunciation and in writing.

The book is skilfully divided into six parts, beginning with "Objectifs et Attitudes", which shows a good understanding of the English mind. Then comes an essential chapter on "La Matière de votre Enseignement", which should be of particular value to assistants without pedagogic training. "Que faire en classe" is full of very practical suggestions.

The section on "L'Education au Royaume Uni" taught me a good deal and should teach the assistant a good deal more; it contains some delicious verbal elucidations of the more bizarre specimens of British compromise. Nevertheless, the chapter is a model of helpful clarity. "Vos Etudes d'Angliciste" should be carefully read not only by the assistant but by anybody who forgets, even temporarily, that a year in England is a personal education as well as a job. The final section gives some important and down-to-earth advice: "Don't spend your time only with those who speak only French", for example.

This is the best book of its kind that I have ever read. It certainly should not be read only by French assistants; it is an interesting revelation of lucid and concrete thinking by a team of quite unusual competence, and its advice is given gently but with firmness. Some of its details will need revision in later editions; but the heart of the book has a very solid air of permanence. The Institut Français has every right to be proud of its work.

Along the roads of Britannia Romana

Bernard Orna

The Towns of Roman Britain. By John Wacher.
Batsford £9.50. 7134 2704 9.
A Guide to Roman Remains in Britain. By Roger J. A. Wilson.
Constable £2.95. 09 456970 4.

John Wacher's *The Towns of Roman Britain* is packed with carefully correlated details providing information on the urban developments that give the book its title. The author links archaeological findings with a known framework of organization in the Roman empire in tracing how the chief towns of Britain were founded, their functions according to differing status, and the reasons for their main features. He describes the growth of towns and changes in them: at Wroxeter, near Shrewsbury, civic life did not decline abruptly as once thought but, according to evidence gathered in careful archaeological research, continued for a good while after the formal end of Roman rule.

With regard to the end of the period as a whole, he speculates on what may perhaps be attributed to causes other than the military and the economic-climatic; flooding in certain areas suggests earthquakes, maybe heralding those of the tenth, eleventh and twelfth centuries; and plague, which certainly decimated this country at various times and whose aftermath might account for the apparent avoidance of settling in towns by Saxon invaders.

Mr Wacher deals in an interesting way with the organization of agriculture in relation to the towns, but he is regrettably silent on Roman construction methods which are relevant to towns, a subject that could have been well illustrated. As regards the book's illustrations generally, they reflect some failings in choice and production. Photographs are dull and a number of subjects are inexplicably repetitive and unrelated to the text, eg, four plates of hands and parts of hands from statues. There are pictures that are pages away from textual reference. Several drawings are printed much larger than necessary (eg, Chichester town plan, which contains little detail) and some drawings convey nothing really useful at all (eg, the many ground plan outlines of town gates, baths and market houses).

However, a book of this kind can have a place in the secondary school library as source of material for historical studies and for reading by those who are becoming interested in archaeology specifically. At the same time there needs to be the complementary information on lesser towns that is now accumulating: for instance, Gatcombe in Somerset, an account of which appeared already in 1971 in that useful magazine *Current Archaeology*. (In this connexion there may be mentioned also *The Small Towns of Roman Britain*, from British Archaeological Reports, Oxford.)

A Guide to Roman Remains in Britain describes accessible sites in all parts of the country. The information is well organized into chapters covering 10 areas, and among illustrations punctuating the text are good photographs and drawings. It is not too expensive and it could properly serve in the planning and execution of study excursions.

Curate's egg

The German Theatre. Edited and introduced by Ronald Hayman.
Oswald Wolff £6.50. 85496 401 0.

At a time when Britain is coming to accept the fact that theatres fulfil an educational role as important as that of libraries and art galleries, it is useful to consider those countries where this fact has been long recognized. In the German-speaking nations, colossal subsidies for drama are material evidence of a tradition dating back to even the seven Opera Houses of West Berlin, for example, receives an annual subsidy only slightly lower than the total Arts Council grant to all British theatres.

Ronald Hayman's symposium on *The German Theatre* is therefore long overdue. The ground covered is impressive—from Lessing to the contemporary scene—but the range in quality is equally wide, from the dreary listing of the essay on "The Shakespearean Strain" to the concise and stimulating contribution by Nicholas Hern on "Expressionism". There is considerable overlapping, and little agreement about approach: "The Austrian Connection" goes back to the eighteenth century, while "The Swiss Contribution" confines discussion to two contemporary playwrights—Frisch and Dürrenmatt.

Ronald Hayman's own essay on "Brecht the English Theatre" presents an optimistic assessment of Brecht's influence. Much of what he considers to be "Brechtian" in design and acting styles may be equally due to financial stringencies and the effects of television. Albert Hunt came closer to the truth when he described the English reception of Brecht as "a fad invented by Kenneth Tynan in the 1950's" (*TES*, July 25, 1975).

A qualified welcome then for a work on an important and neglected area of the theatre. Too general for the expert, too obscure for the average reader, I'm not sure what curate will eat this particular egg.

Michael Patterson

Doing justice to justice

Preston King on concepts in sociology

Social Justice. By David Miller. Oxford University Press £8.50. 19 824556 4.

Dr Miller avers that linguistic analysis is a necessary beginning, but not an adequate fulfilment. It can start us up, but not convey us the whole way. He employs it as a vehicle to carry us one-third (or is it two-thirds ?) of the way through his *Social Justice*. He isolates three concepts covered by the title of his book. These concepts relate to social justice conceived (1) as a system of distribution based upon established legal rights, (2) as distribution based upon the principle of desert; and (3) as distribution based upon the principle of need. There are other concepts which he might have included, but which he excludes. As for the three concepts with which he does deal, he declares that each of them "forms a part" of justice, but yet that "each is irreducible to the others".

I am not satisfied that these three concepts, taken alone, will do justice to the concept of justice. (I am not satisfied either that the title, *Social Justice*, tells us much more, or any more, than would the briefer formula: *Justice*.) But I see no serious problem attached to the consideration that the concepts of "right", "desert" and "need" —no necessarily are but—can be mutually exclusive.

If President Ford, for example, were to claim that his ego *needs* a boost, he would surely be saying something quite different from what would be involved if he declared that his ego *deserves* a boost, let alone that this secret part of himself has a *right* to the sort of assuaging action which such boosting brings. These concepts, as suggested, are clearly different, and sometimes to the point, despite overlap, of being mutually exclusive.

This sort of point is at least as old as Kant, and is, alas, one which we must all make from time to time. The difficulty that it creates is perhaps not overwhelmingly obvious, but plain enough to see when light is played upon it. And the difficulty is the same as that produced by any real or apparent paradox. In this case, how can one adduce a *single* and self-consistent concept, while incorporating within it mutually inconsistent elements? The problem for Dr Miller, then, is to demonstrate the mutual exclusiveness of his three core concepts, and at the same time to maintain the rational character of ethical debate—which is what any discussion of justice presupposes.

Now apart from the fact that I find Dr Miller's argument neither politically illuminating nor analytically striking, I am confounded by his apparent wavering between the view that his three criteria of justice are conceptually distinct, with "no logical or conceptual way of choosing between them" (from his preface) and the opposing view that the choice between them in principle is non-arbitrary, is in fact rational.

I am convinced that Dr Miller accepts the notion that some ultimate rationality does, in principle, attach to ethical debate. But there is no explicit argument which I may quote or paraphrase in support of my intuition. Indeed, as he proceeds, his argument becomes at once wider and looser. He moves from the consideration that rights, desert, and need are mutually exclusive concepts of justice (albeit contained within a larger concept of justice) to the notion that concrete philosophies of justice can be adduced which demonstrate such mutual exclusiveness, together with its *unavoidability*. In this connexion he provides a brief review of the theories of justice passed down to us by Hume (right), Spencer (desert), and Kropotkin (need). This sort of reductionism is almost necessarily sketchy, unsatisfactory, and unconvincing. Besides all this, it does not really further the central argument, although it may serve a casual illustrative purpose.

The problem is that Dr Miller really wants to show that his three central concepts are mutually exclusive. But in laying out concrete philosophies which are intended to demonstrate this, he raises within us considerable doubt about the possibility of such exclusivity. For in the first place, no writer is as internally consistent as all that. And in the second place, as Miller himself is guardedly disposed to suggest, the defences of each of his concrete philosophers (Hume et al) can conceivably be turned by each of the others. They can do this by taking account of areas of dispute which can in principle be settled between them by reference to objective factors (as to do with "human nature" and so on).

In short, Dr Miller appears in danger of arguing analytically for the mutual exclusivity of rights, desert and need, while drawing attention to the ways in which concrete philosophical systems, taken to embody these concepts, may rationally undermine, which is to say replace, one another. Thus the relationship which the writer assumes as between mutual exclusivity of concepts and degree of common ground for argument is very fuzzy.

Dr Miller rightly states that "arguments about social justice cannot fruitfully remain merely arguments about justice, but must be conducted in a broader context in which competing ideas about the nature of society are given a central place". Having said this, he launches into a sociological discussion of three different types of socio-political system. The results prove decreasingly satisfactory, the ground he treads more and more of a sodden bog. One wonders why he ever chose to go that way. This thirst for schematization took him into his first englobing triad: right, desert, need. Then he could be seen to leap upon the uncertain backs of Hume—Spencer—Kropotkin to take him further (each is supposedly a consistent and systematic philosophical exponent of one of the three concepts). And finally, desperately, he collapses into a nineteenth-century penchant for categorizing societies as primitive, feudal, and capitalistic, somewhat up-dated as "primitive" "hierarchical" and "market" societies.

All that he writes is sober enough; the style, although lowkey, is engaging. But, however much we might wish it otherwise, the vacuously conventional character of the propositions he advances still protrude through his obvious decency and good will. His elaboration upon the distinction between his three types of society is in fact painful. Further to this, Dr Miller spenks of these models as displaying a degree of overlap in their respective features, but duly plumps for the notion of so-called primitive systems as small-scale societies in which "the basic nexus between man and man is kinship". The corollary of this is that "contract, although it may occur occasionally, is not an important feature of these so-called societies". He appears unaware of how little this explains, if indeed it explains anything. The heart of kinship, if taken to be more is in fact an affinal relation, i.e., a contractual arrangement; then, small-scale society, if it is to be so called, is basically an interlocking society; that is to say that virtually everyone, in some broad sense, is akin to everyone else; thus kinship alone will explain next to nothing, let alone force, contract, or a variety of other considerations. By contrast, there is the case for the so-called market societies, wherein man, says Dr Miller, is "left free . . . generally to choose his place in society", such that kinship is of small importance.

Once again we are confronted with a conventional myopia; virtually every writer these days (Dr Miller must be aware) is elitism, not necessarily as an ideal but certainly as an empirical characteristic of "market" systems. Yet an examination of elitism is that status and advantage are largely heritable, whether in the United States or the Soviet Union; and this can only mean that "choice" of place in so-called market societies is significantly associated with kinship and connexions.

Given the surrealistic distortion provided by Dr Miller, the discussion appears unnecessary. Not a little provincial. He perhaps done his best, and much one must be grateful for any treatment of justice which consideration will require no better done. In fact, it remains the best contemporary effort to have so far had along these lines by Rawls, despite the criticisms levelled against him by Dr Barry and others, and despite the reviewer's explicit criticism of the general contractualist position contained in the last chapter of *Power*.

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Roots, branches and treetops

Anthony Masters on Greek translation

Aeschylus: The Orestein. Translated by Douglas Young. University of Oklahoma Press £3.60. 0 8061 1143 7.

Aeschylus: The Orestein. Translated by Robert Fagles. Whidwood House £7.95. 0 7045 0103 1.

Aeschylus's style poses a more formidable problem to English translators with every succeeding decade that moulds their language into an expression of an anti-literary age. These two translators, both from American universities, show in their completely opposite approaches the wide range within which success can be achieved.

Professor Young's, by far the less pretentious, takes the unusual line of trying to make Aeschylus more intelligible. To simplify his "precious and conceited" side is a questionable procedure, since it is the translator's business to convey and not to alter. That way lies madness —or at least Gilbert Murray. But this new simplicity has considerable impact, and what ideas themselves can be very striking when freed from the fog of obscurity that so often hangs over the more corrupt choruses.

Professor Fagles's volume, beautifully produced and almost a coffee-table edition, comes with the blessing of the great W. B. Stanford and other celebrities, among them Robert Fitzgerald, with whose *Odyssey* this work has much in common. The clue to both comes in a eulogy from Maynard Mack: "The best translations . . . are like trees; they have their roots down deep in the original culture, but their tops glisten with the sun and rain of our own speech." Professor Fagles's work justifies both statements at the cost of rewriting Aeschylus into something distinctly American, modern, and perishable.

Often faithful in literal terms, displaying a poet's vision on every page, it nevertheless gives a clearer picture of what Aeschylus would have been if he had been alive now (ie probably lecturing in an American university) than of what he is like actually to read the *Oresteia*.

When Professor Young slips into flatness (and neither version is immune from this), it often reflects the bizarrely pedestrian style which no reader of the Russian can ignore. But when Professor Fagles reproduces an Aeschylean oddity, it still sounds like Browning—a Longing for your own way—a Longing for your own way" says the Chamberlain to the Herald at *Agamemnon* 855. Whatever *egummasen* means it surely not that.

Both versions, it should be stressed, are streets ahead of the Penguin Classics norm. Both show an overriding awareness of the overtones, the poetic language and bring out phrases in strikingly fresh colours. Professor Young's text is also somewhat unfamiliar, resulting in "scientifically conservative" principles whose results are sometimes perverse but can be very interesting (eg *Agamemnon* 855). Professor Fagles's is preceded by a historical but deeply impressive and wide-ranging essay of some 30 pages (partly Professor Smalley's Preface on the trilogy's position in the history and philosophy of the western world.

Public servant, private paper

Carl Slevin

The second of the five volume series on *Sources in British Political History 1900-1950* (Macmillan £15.00, 333 15037 6) financed by the SSRC and compiled by Chris Cook, lists the names, titles, honours and dates of 1,500 senior public servants in the period, and gives preliminary information about the location and availability of their private papers. The officials listed are diplomats, ambassadors and ministers, civil servants (especially permanent secretaries), colonial administrators (viceroys, governors-general and governors) and military personnel (field commanders and prominent members of the Board of Admiralty, the Army Council and the Air Council), Historians working in a wide range of topics in recent British history will no doubt find it useful, but because the indexing system leaves much to be desired, and because so many of the papers are untraced or apparently unavailable, it represents very much a first step which will not get anyone very much farther than standard general reference works.

Commentary

Two new volumes in the Cambridge Bible Commentary series are published this month. In each case the commentary is by R. J. Coggins, lecturer in Old Testament Studies at King's College, London. As with past volumes in this series, the scholarship and presentation are excellent. (Cambridge University Press, The First and Second Books of the Chronicles £7.95, paperback £3.50. The Books of Ezra and Nehemiah £4.50, paperback

Struggle to survive

Jan Carnana on ancient economic history

The Agrarian Sociology of Ancient Civilizations. By Max Weber. New Left Books £8.50. 902308 08 4.

Max Weber has by now certainly been sanctified as one of the founding fathers of the social sciences. It must not be forgotten, however, that he was also an historian of some stature who contributed at least one seminal idea, the connexion between Protestantism and the spirit of capitalism, to our understanding of European history. Moreover, his knowledge of economic and social history from the ancient past to the nineteenth century was encyclopaedic, as this book clearly shows.

The combination, in one man, of historian and sociologist is particularly fruitful for the exploration of the relationship between the two disciplines (and I write as one entirely ignorant and rather suspicious of the social sciences but persuaded by Weber's understanding of and sympathy for the historical process). Weber takes his raw material for sociological generalization from the past and works it into categories which he calls "ideal types". At the same time he recognizes that there are limitations in re-applying the ideal types back on to historical data to try to reduce it to order. Time and again he emphasizes that any historical situation has to be looked at as an individual situation. Yet sociological categories can be used carefully and productively to illuminate problems by giving a yardstick against which to view the problem (without, of course, neglecting the particular characteristics of each case).

There are several other reasons why Weber is attractive to an historian. He opposed the economic determinism of Marx, though as an economic historian he clearly did not underrate economic factors in human experience. With regard to ancient sources he is highly competent at working on legal material and extracting economic data from it. Yet, perhaps surprisingly, he seems to underestimate the extent to which political considerations could be made to determine economic trends. His other work in sociology for which he is best known is also on topics that are fundamental for history—the analysis of the types of power and the sociology of religion.

The Agrarian Sociology of Ancient Civilizations was first published in German in 1909 but has never before been translated into English. Despite its age, though, it does not deserve to be treated only as a document in the study of Weber's own thought or his place in the history of ideas. Since he wrote, research in ancient economic history has progressed and new evidence has been discovered. Also, from a scholarly viewpoint, Weber's failure to quote his evidence is a limitation. Yet his theories can be read with continued interest. His writing is packed with detailed analyses of the ancient world in general and of various individual states—Mesopotamia, Egypt, Israel, Greece and Rome. The title actually gives only a limited idea of the scope of the book. Sociology is a rather too precise translation of the original German and the history is concerned with much more than farming. There is plenty, for example, on trade and towns.

Besides the long piece that gives the book its title there is a much shorter essay of Weber's on that perennial topic "The Social Causes of the Decline of Ancient Civilization" (ie, the Roman Empire). Unfortunately, it fails to explain in what sense there really was a decline in culture in the late Empire. I would suggest that the idea of a decline is lifted far too readily from ancient sources, and that in some respects, notably in art, late antiquity was more vital and interesting than at any previous period. As to the causes of the disappearance of the western empire, Weber is entirely unconvincing. He suggests that the changing economic conditions failed to support the governmental requirements of the empire and that the government merely faded away. In fact, the western empire was striving to the last to save itself. The east suffered the same economic changes and adapted to them and survived. Even in the west it would be truer to say that Roman governmental forms lingered on past the barbarian invasions and died away as a result of them rather than causing them. The basic military problem is not tackled by Weber. Again, though, his discussion of the economic changes of the late empire alone make the essay worth reading.

Moral dilemmas

Greek *Popular Morality* in the time of Plato and Aristotle. By K. J. Dover. Basil Blackwell £6.50. 0 631 15190 7.

An Introduction Menander. By T. B. L. Webster. Manchester University Press £4.50. 0 7190 0590 6.

When a first-rank scholar embraces a vast, fascinating and largely untouched subject, that is news. This is the most far-reaching and systematic work to date in the investigation of popular moral feeling: already an important authority on Aristophanes and the Attic orators, Professor Dover now uses this material as a basis for deductions about the audience. Does the tone in the Peace where Trygaeus says "Who's going to be really good (*dikaios*) and keep an eye on Theoria?" indicate that the popular idea of *dikaiosyne*, like that in *Republic* I, was simply returning what had been lent or entrusted to you? When Demosthenes in the *De Corona* contrasts himself as a well-to-do man of leisure with Aeschines as an unfortunate, menial who had to earn a living", he shows that his hearers were either well-off themselves or "were willing, at least while performing the role of jurors, to adopt the values of that class".

Professor Dover's full survey is classified in accordance with our moral thinking rather than the Greeks'. This enables him to point the differences between the two, occasionally to imply a critique of modern and especially Christian assumptions, and more usually to encourage us to draw our own conclusions.

Similar considerations often crop up in Professor Webster's last, and most complete, study of Menander—such as the idea that characters' moral dilemmas often echo those created in Aristotle's *Ethics* and *Rhetoric*. Plotting, production and style, social nuances, treatment of ethical problems, and classification of the plays are the main headings, plus a good survey of the extant plays and fragments comprising almost half the book. Its usefulness as a whole is limited only by the poverty of Menander's contribution to dramatic literature.

Anthony Masters

Playing, spinning, fishing

History of the Hellenic World Volume 1: The Archaic Period. Heinemann Educational £16.00. 435 35001 7.

This massive volume, lavishly illustrated with colour photographs, is a translation of a work which first appeared in modern Greek in 1971.

The book is not so much a history as a survey by some of the most eminent scholars in Greece of every aspect of Greek literature and life from the end of the Mycenaean Age to the Persian Expedition of 480/479 BC. For the most part, they have done their job well, providing clear, succinct and up-to-date introductions for the general reader to a period of extraordinary exuberance and importance; and they have been well served by their translators. The text for the period affords a standing temptation to controversial speculation, to which the contributors rightly succumb (especially on ethnic and political topics) from time to time, although not without providing warnings to the alert.

But the value of the book will, for the English reader, lie in the superb colour illustrations. A high proportion of the photographs are of vase paintings, and these have been chosen most effectively to portray scenes of private and public life: athletics, a music class, spinning and weaving, olive-gathering and pressing, bronze smelting, a fishmonger's shop, etc. Above all, vases are used to illustrate myths—all the twelve labours of Heracles, many incidents from *The Odyssey*, and so on.

It is a pity that no items later than 1971 are included in the large bibliography; and more elementary and general works on a given topic could usefully have been distinguished from more advanced studies. More cross-references between text and illustrations, particularly in the sections on art, would also have been helpful.

M.B.

Ecclesia

Conrad Russell

Continuity and Change: Personnel and Administration of the Church in England 1500-1642. Edited by Rosemary O'Day and Felicity Heal. Leicester University Press £7.50. 7185 1138 7.

This is an important book, in which a variety of pieces of research are welded together by expert editorial planning. The picture which emerges is of a church which, contrary to the arguments of almost any undergraduate essay, was more sinned against than sinning. The familiar image of the "corrupt" pre-Reformation church courts, already severely damaged by Mrs Bowker and Dr Heath, is now replaced by the well-founded suggestion that the 1520s should be seen as the "Indian summer" of the church courts.

The work of Dr Lander, Dr O'Day and Dr Houlbrooke is expertly woven together to make the point Dr Lander is surely entitled to his conclusion that the "abuse of excommunication" was "a legacy of the denigration heaped on the courts during the 1530s". At the end of this volume, Henry VIII's claim to have reformed the church, as distinct from subjecting it to a Reformation, looks somewhat dented.

His reputation is not improved by Dr Heal's study of the weight of clerical taxation, nor by the work of Dr Haigh and Dr Shiels on the poverty of his episcopal foundations. Nor does Queen Elizabeth emerge as the sort of champion of episcopal authority she is sometimes portrayed as having been. She did not appreciate, as Charles and Laud did, that a well-run church must be financed. These chapters fit well with Dr Hembry's work on the Bishops of Bath and Wells.

However, though Charles and Laud emerge from the story with credit, they are not helped by Dr Foster's attempt to supply a definition of "Arminianism" which makes Arminians out of such men as Bishops Hall and Carleton, who were among Arminianism's main opponents. The whole book is pulled together in a delightful and tentalizing conclusion by Dr Houlbrooke, which suggests that this vein is very far from worked out.

A need to distinguish

Malcolm Schofield on Greek history

The Classical Age of Greece. By N. G. L. Hammond. Weidenfeld and Nicolson £8.50. 297 76996 0.

This is a well written and old-fashioned constitutional, political and military history of Greece from the rise of the city-states in the eighth and seventh centuries BC to the death of Philip of Macedon. Professor Hammond has interpolated impressionistic sections on the artistic and philosophical achievements of the period. But his main object is to provide a reliable and readable narrative of what happened in the political and military arena.

He takes us with a practised hand, and at a brisk pace through the growth and decline of the fortunes of Athens, the battles of Marathon, Plataea and Salamis, the constitutions of Lycurgus, Solon, and Cleisthenes; and readers will enjoy his clear and confident discussion of the advantages which the "bicameral" voting procedures of the Spartan Alliance have over the less satisfactory arrangements of NATO or the United Nations, and his speculations à propos of Athens on the desirability of imperial powers abdicating from empire.

Professor Hammond's readiness to teach us a lesson from a Greek text is one of the more pleasing aspects of his unfashionable conception of the historian's task. In other respects his approach seems less admirable. He provides a few brief references to primary sources in notes (collected at the end of the volume); but in his text he never discusses the type or quantity of the evidence available for a given event or period—no mention is made, for example, of documents so fundamental as the Athenian Tribute Lists; perhaps we should have been referred to his fuller *A History of Greece*.

More seriously, Hammond does not always take enough pains to show his reader just how different life in Classical Greece must have been from life in modern Western societies. Indeed, he seems to go out of his way to make the ancient Greeks as like us as possible. Thus we are told that the Greeks invented capitalism, and in particular bought slaves "as a form of capital investment"; or that the true parallel to the confidence of Greek civilization at the time of Marathon is "perhaps to be seen in the Victorian era", whereas the Athens of the Peloponnesian War was "a permissive society". Such statements are not balanced by the careful analyses of social and economic life which might have corrected the reader's perspective. For these, he will turn to the well known and widely available works of Finley and Andrewes.

There is an index of names, and a brief, unsatisfactory bibliography, as well as a somewhat random assortment of plates.

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World grown saucy

Jeremy Treglown on the seventeenth century

Politics, Religion and Literature in the Seventeenth Century. Edited by William Lamont and Sybil Oldfield. Dent (Everyman's University Library) £4.50. 460 10632 5. Paperback £2.40. 460 11632 0.

To the Restoration statesman Halifax, the Civil Wars seemed a period of barbarism despite or because of which people had become politically educated. "Now the world is grown saucy", he wrote, "and expecteth reasons, and good ones too, before they give up their own opinions to other men's dictates."

The ambivalence of the remark—expecting reasons is a good thing, cautiness a bad one—typifies the man and his age, a period of tight-rope walking characterized at one level by the deft political vacillations of the opening of *Absalom and Achitophel*, and at another by the little pragmatic decision-changes recorded everywhere by Pepys, who spent 2s 6d on Butler's *Hudibras*, didn't like it, sold it again for 1s 6d, but bought another copy when it became popular at court.

Conventional certitudes of church and state had given way to the internal confusions of individuals and parties. Halifax wrote, "The Parliaments are so altered from their original constitution that between the Court and the Country the House, instead of being united, is like troops of a contrary party facing one another, and watching their advantage".

The physical battles recalled in that metaphor are not forgotten in William Lamont and Sybil Oldfield's historico-literary collage of the period's intellectual conflicts. The Catholics did not actually kill as many as the 200,000 Irish Protestants laid to their charge in the autumn of 1641 but as the editors point out (with the benefit of 300 years of hindsight) the significance of the mere idea of such a massacre cannot be exaggerated. A chapter boringly headed "The Wretchedness of War" is particularly moving, Marvell's elegiac reminiscence of a lost peaceful England like prelapsarian Eden juxtaposed with eyewitness accounts of battles and of the siege of Colchester—"The Soldiers und the Women said, *That could they get but Dogs and Cats to eat, it were happy for them, but all the Dogs and Cats, and most of the Horses are near eaten already*". No wonder Milton and Davenant and later Dryden had problems when they tried to write heroic poems.

Overall, this anthology raisonné gives a vivid piecemeal account of the mid-century's political and religious conflicts and their survival after the Restoration. The material is well chosen, a balance of familiar sources—the anonymous contemporary account of Charles's behaviour on the scaffold, Milton's *Areopagitica*, Lady Hutchinson's *Memoirs*—with other more fugitive pieces, mostly quoted at length. And the linking comments are generally helpful, though they tend to assume a reader already familiar with the history of the period, go in for a lot of intense meaningless italicization ("*John Bunyan . . .* is the greatest example of the *inwardness* of one side of English Puritanism") and load some of the dice unnecessarily: it is tautologous to accuse a royalist panegyric of sycophancy.

The authors come down fairly heavily on the side of what the seventeenth-century poet John Taylor called the Imputitans with their Amsterdamnable opinions, and there is too much obsequious contemporary-relevancing, as in the little caution "Although Milton's eulogy of Cromwell in 1654 has a Stalinist ring, this is misleading". However, the extracts themselves are selected without bias, most of the arguments on both sides stunning the mind even now with their virulence and intolerance but a few intelligent, compassionate voices genuinely eloquent in their call for truth and justice.

Agent provocateur

Carl Slevin on Clemenceau

The Tiger: The Life of Georges Clemenceau 1841-1929. By Edgar Holt. Hamish Hamilton £8.50. 241 89294 5.

The appearance of a second full-scale biography of Clemenceau within a year of David Robin Watson's excellent and mammoth tome comes as a surprise. That Edgar Holt's book is also very good is even more against the odds. He has put together a great deal of unfamiliar information about his subject by the perceptive use of a wider range of sources than is usual.

Instead of emphasizing Clemenceau's political life, Mr Holt has concentrated on his personality. The extreme left-wing politician who for years acted in a purely destructive capacity; the minister who used troops to break strikes in the preservation of order, sometimes after using *agents provocateurs* to produce them; the wartime leader whose only policy was to fight to the end; and the statesman who negotiated the Versailles settlement in 1919; knowing from the beginning just how fragile it was: all of Clemenceau's political roles are analysed by Mr Holt, but are used to show what he amounted to as a human being.

The answer is not very much. Apart from having the extremes of egoism, superficial charm and deviousness that seem necessary to successful politicians in their public lives, Clemenceau was almost uniformly unpleasant in private as well. Although Mr Holt tries, like all good biographers, to give his subject the benefit of the doubt whenever possible, he rarely has the opportunity.

Clemenceau's marriage is one example. During a visit to the United States he met Mary Plummer at the young ladies academy in Stamford, Connecticut where he taught for a time while she was a pupil. French biographers (and Mr Watson) tell us simply that Clemenceau married her, took her back to his native Vendée, left her there for 12 years while he went to Paris to pursue a political career, and that eventually, they were divorced and she went home. All very unfortunate, but c'est la vie.

In fact, after her Vendéan exile, Mary Clemenceau spent 12 years in Paris with her husband and tried to play some part in his social and political life. But Clemenceau simply ignored her in favour of unnumbered mistresses. After 23 years of neglect, Mary took a lover. But instead of letting sleeping wives lie, Clemenceau employed a private detective, and when Mary was caught, had her arrested and threatened with imprisonment if she did not agree to be divorced and to leave the country immediately. Clemenceau was, publicly at least, a feminist.

This sort of thing is often underemphasized by serious historians who either want to avoid scandal-mongering or are too closely blinkered to see much outside the range of their official documents. But episodes like Clemenceau's treatment of his wife do help to explain his extraordinarily patchy career, marked by long periods in which he was written off as a contender for high office.

Clemenceau's lack of judgment, gratuitous cruelty and untrustworthiness filled his political and private lives with instances where ordinary caution and consideration would have been in his own interest. Occasionally, glimpses of a sadly repressed sympathy show through: Clemenceau was fond of nature and even believed that mice can sing—he had heard them in France and America, although he never said whether they had different accents. But most of the time, he cared for no one. He was reputedly the sharpest wit of his day—perhaps all wit is just a euphemism for cruelty.

Puritan?

Rupert Davies

Puritan's Progress. By Mr Furlong. Hodder and Stoughton £5.50. 16941 9.

It is very refreshing to be objective and, in the right sympathetic account of the Pu and of one Puritan in parti John Bunyan. Monica Furlong a good deal to destroy the type of Puritanism which gained currency in this country to point out clearly both its str and its weaknesses.

One particular mystery about Bunyan himself is why people who have no truck with his all-important and allegsivo theology have admired him so much. Bernard Shaw, instance, preferred him to Shakespeare. This book goes some towards solving the mystery by taking his spiritual struggle with utmost seriousness, and by fitting the serene, life-accepting luminous period of his life succeeded his inward struggles his outward hardships. His mo admirers are most impressed the inward struggle and which took up so much of his. His secular admirers, perhaps getting the reality of the st admire and appreciate the quility and vivid, creative c that came later. One notable which he had, well brought out this book, was his understanding women, which was free from kind of patronizing, as shown in second part of *Pilgrim's Progress*.

The parallels in his career that of Martin Luther are also drawn out, with John Gilmpthe part of Staupitz in a mistake to think that Bishop has the last word to say as e thing connected with Luther.

Transparencies on a microfiche

ADRIAN HOPE reports on the A-V at Work exhibition

The first AV At Work exhibition was recently held in the New Horticultural Hall, London. General trends included a growing interest in projection television, increasing sophistication in slide-tape presentation and varied alternatives to blackboard and chalk.

Generations of teachers and children have suffered from the dusty feel and nerve-rending sounds of chalk on blackboard so a change to felt tipped pens and wipeable surfaces could prove popular. Teaching Wall Systems (Stump Lane, Chorley) showed a representative range of alternatives. As well as modern versions of the chalkboard, they supply standard or drymagnetic penboards in many sizes. The magnetic version has a ferrous base so that small magnetic markers such as arrows, discs or models, can be lightly clamped to the surface.

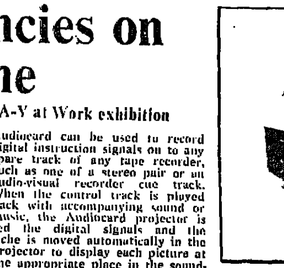
A highly sophisticated transparency handling system for front projection on to a large screen or back projection on to a personal-monitor, was demonstrated by F. W. O. Bauch Ltd, of Theobald St, Boreham Wood, Herts. The Audiocard system developed by Revox, of Switzerland, uses microfiche rather than conventional transparencies.

A single large colour transparency (15cm by 10cm) carries 60 separate photographic pictures or diagrams arranged in a grid similar to a large noughts and crosses layout. The fiche is slotted into the projector or monitor and the fiche picture selected by a hand held remote control keyboard, similar to an electronic calculator. As the number on the keyboard is pressed, the fiche is moved to locate the picture in the projector gate. The longest journey of the card (from one corner picture to its diagonal opposite) takes only 0.7 second.

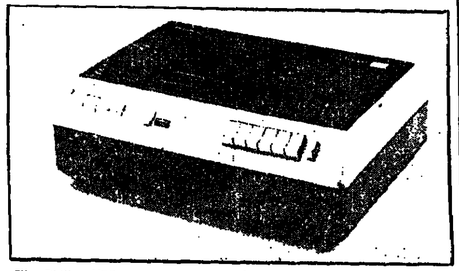
The control keyboard of the Audiocard can be used to record digital instruction signals on to any spare track of any tape recorder, such as one of a stereo pair or an audio-visual recorder cue track. When the control track is played back with accompanying sound or music, the Audiocard projector is fed the digital signals and the fiche is moved automatically in the projector to display each picture at the appropriate place in the soundtrack. The keyboard control can also place digital signals on the tape, which cross-fade fiche pictures.

The projector can position the fiche correctly when fed with signals from a tape which has already been half played or partly rewound. In other words, it is not necessary to fully rewind the tape and position the fiche at a zero position before starting the presentation—the fiche will automatically find its correct position relative to the tape.

At a basic cost of £795 the Audiocard is an expensive way to show slides. At the other end of the price scale there is a small plastic slide-viewer which comes flat packed but snaps together in seconds and can be used to view slides or filmstrips simply by holding them up to the light. Available from Michael Benn and Associates, Hadlow House, The Spinney, Wetherby, Yorks, the "click up" is guaranteed for 100,000 operations, can cost as little as 10p each in bulk and is currently on special educational offer at 25 for £5 plus VAT.



Revox Audiocard Monitor.



The Philips VCR—can tapes affect the lives of video heads?

Projection television is certainly not new. Sporting events were screened for theatre audiences before the last war and soon after domestic sets achieved large pictures from a small tube by projecting on to a wall or screen. But the pictures were generally dim and in black and white only. There is now an upsurge of interest in colour television projection with the aim of producing a crisp, clear picture which need not necessarily be viewed in total darkness.

The largest and most efficient projectors are the Swiss Eidophor machines which are currently used for screening boxing matches relayed by closed circuit TV to large screen cinemas round the country. But Eidophors are expensive so it is only practical to hire them (from Speywood Communications Limited, Northfield Industrial Estate, Wembley). Even so the cost is in the order of hundreds of pounds a day. Speywood however also sell a small colour projector for just under £1,000 and the larger CV3 Superscreen for around £5,000.

The small machine can produce reasonable pictures of only up to 4ft by 3ft and thus in many cases has only a marginal advantage over a conventional large screen television set. The CV3 can double these dimensions but requires a fairly low level of light in the room if the screened picture is to appear bright.

The rival Advent VideoBeam projector (from Crown Cassette Communications, 3 Soho St., W.1) costs just under £4,000 and produces a reasonably large picture on a special high gain screen which makes it appear bright even when viewed from the front in daylight. However the Advent screen cannot be watched from the sides. One of these projectors is on permanent demonstration in the television department of Harrods in London.

All the projectors can work from off air broadcasts received with a tuner (usually an extra cost item penalised by the higher rate of VAT) or from a video tape or cassette machine. At the exhibition the previously established comparison of Philips VCR working alongside National cartridge and Sony U Matic machines was perpetuated with, as is usual now, little to choose between their picture quality. Sony has brought out a portable version of the U Matic,

continued overleaf

Where are the whys and hows of design?

PETER GREEN on the shortage of appropriate materials for design education

Substantial supporting resource material for those who teach design studies has been slow to emerge, and sadly what has appeared often reflects some serious misunderstandings about the objectives of design education. Publications and resources are aimed at the professional design student or at lower junior art and craft work. A recent Design Council working party set up to collect and collate a catalogue of design resources for teachers) identified a shortage of appropriate material, either for teachers or relevant to the aims of design education, especially secondary design studies.

Of the material available, much is of a how-to-do-it nature: easy, ready made lessons which concentrate on techniques and skills without engaging teachers in the basic issues of the design process. Emphasis still tends to be placed on isolated manual craft skills.

Clearly many noble efforts are being made, but the tendency is still towards a rather superficial approach with the emphasis on style, skills and appearances. There is little thought-provoking material about why things are designed and produced and whether they meet the needs.

An exception is the Schools Council Design and Craft Education Project which surveyed craft activities in secondary schools, and we await the result of the Design in General Education Project, carried out with the help of a grant from the Department of Education and Science by the department of design research at the Royal College of Art.

Meanwhile, if design education is to play a central role, it needs support and recognition by educational publishers and producers of teaching resources and aids. But though teachers may appear to be easy market-fodder for ready made kits and packages, these are not what are required for any positive further developments. Design education is not a formal, easily identifiable subject, with definable lessons to be learnt. It is a dynamic subject which links, and adds to, virtually all subjects, through which vision and practice can become a genuine vehicle for learning.

Material which provides a theoretical background and an academic basis is gradually emerging; more guidance is also required in dealing with new materials and processes—not with a view to producing crafty artifacts, but to understand the nature of the material and its educational potential.

More significantly design education is in the underprivileged practical zone of education and we must look at the practical help teachers require.

They should be supported and encouraged to innovate and develop work from their own local and varied experience, rather than passively accept pre-packaged solutions, which are frequently inappropriate to their needs.

More than anything else, probably, teachers need time—to read, to look at and explore new materials and to examine critically the designed and planned environment.

Time is needed also to meet designers and establish links, for example, with industry and local art and design colleges and faculties. Equally important is the need for technical non-teaching support staff. Other subject areas frequently have technical assistants but not art and design. It is clear that the budget for consumable materials could be sensationally reduced (if not virtually removed) if there were staff available with time to exploit, catalogue and collect the mass of available discarded material produced as a by-product of our industrial society.

Much has already been achieved (and more should be encouraged) by school design departments who produce teaching aids and materials for their departments and the rest of the school. It is probably rightly assumed the best experience is acquired by students who are set realistic practical problems, the solutions of which they can test and evaluate.

The ideal would be to encourage secondary pupils to produce, as part of their design education, teaching aids and equipment for use by other children in the school. Certainly producing teaching resources and learning aids on the designed environment is a potentially rich educational area. Such work requires a great deal of teaching time, but it is worth noting that the art and design faculties and colleges have some experience and ability in design practice. For those who are teaching design as a subject what better way is there of understanding the process than by producing material, the effectiveness of which can be tested in the classroom?

Producing such active self-support resources would be cheaper than buying badly produced or inappropriate and expensive teaching aids.

However, the teacher is frequently forced to purchase such material because of the lack of time to prepare and produce his own more valid material. Producers of educational aids and publishers could contribute to developments in design education in many ways. First, they should acknowledge that the subject as it is taught in secondary schools is different from the processes of training professional designers. They should also recognise its interdisciplinary nature. Publications and teaching aids are aimed at existing subject divisions and compartments — reference material common to related disciplines would help promote design study projects. Secondary teachers, particularly, need study guidance programmes and case-study design histories (possibly in the form of slides, charts, kits and study packages) which illustrate the design process in action, including all the potential inter-disciplinary connexions.

Design publications frequently illustrate only the finished design object, seen rather as a work of art. But teachers and students need real help in understanding the underlying, unseen processes and stages of thought and production. Finally there is a growing need, as part of environmental design studies, for visual reference material to help students study and recognize the impact of design and planning decisions on their lives and surroundings.

The Design Council paperback catalogue will at least help teachers choose appropriate material. It is also an excellent aid to survival in an age of teacher time and money shortage. The catalogue lists books, filmstrips, films and slide sets, relevant references, periodicals and names and addresses of organizations for further information. It also indicates the potential and limitations of items included and aims to be a selective survey of visual, educational material on design.

Peter Green, assistant dean in the Faculty of Art and Design, Middlesex Polytechnic, was a member of a small working party set up by the Design Council to help produce a paperback catalogue "Design Resources for Teachers", now available from the Council, at 60p. He has also written "Design Education—Problem Solving and Visual Experience" published recently by Batsford.

PCET

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Letters and literati

David Wright

Enemy Salvoes: Selected Literary Criticism by Wyndham Lewis. Edited by C. J. Fox. Vision Press £4.95. 85478 323 7. transition 1927-38. By Dougald McMillan. Calder and Boyars £8.50. 7145 1016 5.

Enemy Salvoes is an anthology of Wyndham Lewis's literary criticism "designed to assemble the widest possible range of his writings in this field". The excerpts—and, alas, excerpts is the operative word—are drawn from books like *Men Without Art* and *Time and Western Man*, to name two; all of them among the major critical writings of the twentieth century, and all without exception out of print, hence the necessity for Mr Fox's selection.

These books have not been influential in the sense that the criticism of an academic like Dr Lewis has been influential, but they are seminal. That is to say, they speak to and for the creative writer, while offering not much fodder for Mr. crit. examinees and students of reputations. It's one reason why, as C. H. Sisson points out in his lucid introduction, Lewis has been "rigorously excluded from the academic canon of criticism in our time". Bloomsbury has yet to forgive his cavalier, or was it cowboy, treatment of Virginia Woolf; while shop-stewards in the Pound, Joyce, and Eliot industries obviously don't care for the Lewisite spanner in their works.

Yet as Sissonu remarks, Lewis's method of slapping down the great leaves their greatness intact: "no condemnation is absolute, no hatchet-blow attempts more than to remove a false limb or to swipe off a wig". A good example is Lewis's "attack" on Hemingway, or better still on Joyce (whom elsewhere he defends against Virginia Woolf). There is the perceptive remark about "the extreme conventionality of Joyce's mind and outlook" and some unanswerable nit-picking over, for example, the woodenness of the central figures in *Ulysses* (eg. that prig, Stephen Dedalus) and even, despite all paraphernalia of detail, the essential unJewishness of Bloom).

Wyndham Lewis was not blind to the real greatness of Joyce, but certainly one-eyed as concerns *transition*. During its short but momentous career between 1927 and 1938 this Paris-based "little review" (for a time it was edited from a house in Columbey-les-Deux-Eglises, later sold to a Captain de Gaulle) published most of Joyce's *Finnegans Wake*. Lewis saw *transition*'s futuristic experimentalism as a neo-romantic manifestation, which it was; but while enthusiastically belabouring its sillier fads and aspects (all those manifestoes and isms) he ignored its positive contribution. Its editor Eugene Jolas was the spiritual heir of Ford Madox Ford; and probably no literary magazine before or since has backed so many great unknowns or unknown greats: Kafka, Gertrude Stein, André Breton, Laura Riding, Hart Crane, Samuel Beckett, Dylan Thomas, Antonin Artaud, William Empson, and 20 or 30 more. Dougald McMillan's history of the magazine is conscientiously factual, but for all that, intensely interesting as a record of an astonishing literary era.

The inner mind

William Brooks

Pascal: Pensées, nouvelle édition, établie pour la première fois d'après la copie de référence de Gilberte Pascal. Edited by Philippe Sellier. Mercure de France £2.50.

The Pensées are mostly autograph fragments found on scraps of paper after Pascal's death. Pascal himself provisionally classified about 400 of the 900 fragments, but they were not stuck on to sheets and bound until many years later, after the arrangement had been seriously disturbed. Yet this compilation of autographs served as the basis of editions of the *Pensées* until 40 years ago when first Tourneur and then Lafuma showed that a manuscript copy of the fragments, long known to exist, was a record of Pascal's provisional order.

Now Professor Sellier has shown that a second manuscript copy is more reliable. The first, made up of separate copybooks, had circulated widely and seen heavy use, and by the time the books were bound together, their sequence had become rearranged. The second copy did not suffer the same vicissitudes, for it remained under the close control of Pascal's sister, Gilberte Périer, and her family.

This new edition presents a greater number of classified fragments than has hitherto been possible. Other fragments are arranged in four sections, three from the copy, roughly indicating the order of composition, the fourth containing fragments not found in the copy. In all there are only 814 fragments (instead of the usual figure of over 900) because passages dispersed by other editors are brought together under one number by Sellier.

The footnotes are helpful and unobtrusive, but students and teachers may regret the lack of a bibliography, while those who are initially grateful for the provision of a glossary will be disappointed to find in it only 30 entries. More disturbing is the potentially confusing failure to draw attention to the fundamental differences between the various editions by Lafuma—the existence of those published by Delmas is not even acknowledged. The uninitiated may be misled.

Readers seeking an arrangement of all the fragments which arguably reflect what Pascal would have left if he had classified them all will still prefer the Pléiade edition (if they can afford it) or the Livre de poche (if they do not mind the lack of notes). Those who wish to experience as nearly as possible what Pascal actually left—with all its lack of finality—will find this new edition the most satisfactory one yet to emerge. Moreover, it is cheap and robust, paperback but sewn. Dare I risk the view that for students this could become the standard required edition?

Among this week's contributors:

A. S. Byatt lectures in English at University College, London.

Preston King's latest book is Toleration.

Carl Slevin lectures in politics at the University of Warwick.

Bryan Thwaites is principal of Westfield College, University of London.

In the beginning . . .

Ian Caruana

The Envornment of Early Man in the British Isles. By John G. Evans and Elek £5.00. 0 236 30902 1.

The scope of this book is enormous. It traces the course of human existence in the British Isles for a quarter of a million years with the aid of most of the scientific disciplines adopted by environmental archaeologists — physics, geology, geography, pedology, climatology, zoology, botany, agriculture and others.

John Evans is an avowed determinist who believes that the progress of man is conditioned by the conditions under which he lives. What he has attempted to do, with great success, is to chronicle those changes in environment through the various epochs, explaining how man's reaction to the ice ages, relating those to the economic life of man as revealed by the artefacts recovered archaeologically. In describing the changes in pollen analysis and the technique, eg, pollen analysis in the study of swells, can be used to amplify the cultural record.

This is not a simple book, but the subject is not simple. Yet, with the non-scientific reader it can be interesting reading, it can be informative and enjoyable to anyone interested in human history from the study of palaeontology, to the biography or archaeologist of later periods and anyone concerned with our modern environment. Evans is a good writer on the whole, though some of his chapters are useful in providing a sense of continuity and can only be supplemented with other books. His challenging questions and to conservationists deserve consideration.

Frame-up with plenty of accessories

by Elizabeth Matterson

Brio Playground Equipment
En-tout-cas Ltd, Syston, Leicester, LE7 8NP.

Most people associate En-tout-cas with tennis courts, sports equipment and playground equipment, but the company also have an interest in the children's see-saws and slides found in so many parks.

Last autumn they started to sell wooden play units, designed and made by the Swedish firm of Brio. In the relatively short time since then sales have been pleasing and a good deal of interest has been shown in this new type of play material.

Basically the units are climbing frames on a massive scale to which accessories may be added. They can be as large as space and finance allow. There are 37 models to choose from, varying in size from 2m by 2m to 10m by 9m, some of them several "storeys" high and there is also the possibility of combining models and different accessories.

The accessory list includes a springboard, ladder, roof pieces, wall units, somersault bars, swings made from old car tyres mounted on galvanised chains, rope ladders, ladders, wall bars, balancing beams, climbing ropes, boarding nets, a huge hammock which may also be used as a bridge or water splush and three sizes of very new slides. These are wide enough (over one metre) to take two or three children at a time.

With this variety of suggested units it should be possible to find one to suit every need. En-tout-cas would be willing, however, to advise on variations and additions to these units. As they are provided in kit form any variation can be built in as the frame is erected.

There has always been a dichotomy of opinion regarding the relative advantages and disadvantages of wooden versus metal equipment. Many local authorities could, and do, quote instances of vandalism and deterioration of both materials. En-tout-cas emphasize the quality of the timber used and the method of construction.

The Swedes originally produced this equipment using untreated, slow-grown spruce which wore well, but three years ago, they started to use laminated, spliced spruce which is heat treated under pressure to provide beams suitable for building sports stadiums and swimming pools. The high standard is maintained by checks on each batch of processed wood produced.

Even in our damp climate the wood should be more than adequate. No treatment or maintenance should be necessary and though "shakes" or weathering cracks may appear, these are superficial and should not affect the strength of the beam.

The kits are prepared with holes already drilled in the beams to take countersunk nuts and bolts (these could be filled over once the bolt is fixed) and a scale model is loaned out with each unit to show how it should be put up. No special installation or ground preparation is necessary although En-tout-cas suggest setting the frame on a sand or small gravel base to give at least two or three metres extra space all round the unit.

Common sense handyman skill and some strong-armed lifting should be enough for bolting the unit together. The only extra work is the use of a drill to fasten on the accessories such as ladders, wall bars, etc, since the placing of these is a matter of choice. After the unit has been put together, only routine checking to make sure that ropes, nets, hammocks and ladders are still secure should be necessary.

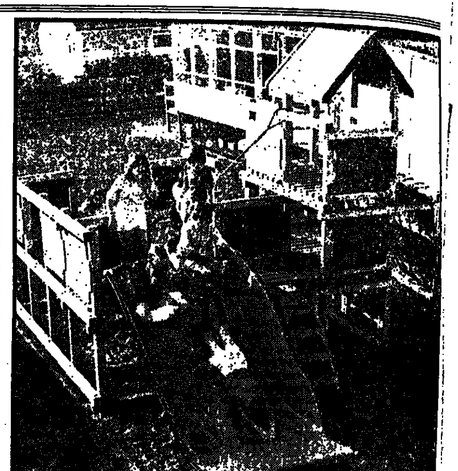
At the moment there is great concern about how safe playground equipment and play areas are. The sand base of this equipment plus lack of moving parts, splinter free wood surface and simple but sound construction and the fact that all parts are visible should reassure any authority which is looking into this problem.

Obviously, when children use any type of equipment their own actions can lead to potential danger. During a short observation of children playing on one of the units one boy idly twisted a rope half round his neck and leaned over one of the towers to see what was happening below. This same situation could be seen in any adventure playground. The rope, however, was thick and not very flexible—he would have had to be very determined to tie a knot or even wind it tightly round himself. One of the greatest dangers probably lies in some manufacturer trying to copy these designs in inferior materials.

And the cost. The smallest unit, which provides little more scope than the conventional climbing frames, costs £500. The largest price quoted for a single unit, which includes many accessories, is £3,600. Both prices include delivery within the United Kingdom but not VAT. For a school PTA this would be daunting to say the least. But local authorities and commercial enterprises who budget in thousands rather than hundreds of pounds might compare these costs with that of conventional playground equipment which needs to be expertly installed and expensively maintained.

It should be remembered that these units could probably provide much more scope for activity and imagination for a wider age range of more children than swings, roundabouts, rocking horses and slides. The possibility of re-arranging and adding units should also be attractive; once conventional playgrounds are installed it is expensive to change them.

There has been enough experience of this equipment in Sweden to be fairly sure that the children, at least, will respond to it enthusiastically. A visit to a primary school in Leicestershire, where a medium size unit has been installed, bore this out. The school is one of those establishments where enthusiasm, purposeful activity and good relationships can be sensed from the front door.



A large group of mixed age range children including quite hefty lads and little girls who had only been at the school for a few days jumped at the chance of showing off the equipment. Every part including the ladder, medium size slide, towers, beams, ropes, scrambling net and especially the hammock were well used. The question of whether children develop confidence and skill in using it was partly answered by one boy. He took quite a long time positioning himself on the scrambling net, was at great pains to get his hand and arm position just right then did a complicated back twisting somersault. "Done it", he said—with great satisfaction.

On being hailed by another largish boy from the top of the roof of the lookout tower the teacher with the group said this was the first time this particular child had managed to get there. Obviously knowing his children well he was able to point out another "rather timid" girl who, with the help of a climbing rope, was being quite adventurous in her progression round the unit.

Others enjoyed jumping into the hammock from the top tower and it became quite crowded without any visible ill effects. The larger children moved off to give the little ones a chance and immediately the small new girls who had been quite enjoying the slide started using the hammock in the same way. They were quite emphatic that they liked the hammock best.

It would be possible to organise use of the equipment so that it could serve for some physical education activities, but perhaps its greatest advantage is in giving children the opportunity to do what they want to do at their own pace. It is doubtful though whether interest could be maintained for a number of years. The older children become the more resources of their own they have to bring to their play, and one can see many possibilities for different types of play for different age groups and different situations.

Units have already been set up in various parts of the country and arrangements can be made through En-tout-cas to see them in situ. In addition, the literature which describes the units (also available from En-tout-cas) contains a good deal of useful information.

The Queen's birthday

A portfolio of portraits to celebrate the Queen's 50th birthday

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Continued from previous page

making possible battery powered location "filming" of sports and other events on U Matic cassette format.

This must cause some authorities seriously to question the long-term value of the VCR format which is not portable. Also the perennial problem of the working life of VCR video heads persists. Philips video heads cost up to £50 to replace and early estimates were that 500 hours of actual working use was the limit. Recently Philips UK issued a confusing press release which claimed that their new VCR heads would last 1,000 hours when used with Philips brand tape. It is generally believed that there is little difference between the tape inside Philips and BASF video cassettes and this statement not surprisingly brought a reassurance from BASF that there was nothing on the tape to stop using their tape.

It was surprising to learn from 3M (Scotch) that their differently formulated cassette tape gives a head life of 4,000 hours. It has been difficult recently to extract concrete policy information from Philips UK and the mystery of whether or not there is a massive head life advantage in using 3M Scotch cassettes remains unsolved.

However, as all video cassette tapes cost the same, and the apparent difference in performance is several thousand hours of highly expensive head life, educationists using the Philips VCR deserve an answer to what they will surely recognize as a burning question. At the AV exhibition it was clear that no one in the trade has an answer and it is to be hoped that Philips themselves will now define the situation for their VCR users.

'Dull would he be of soul'

by Roy Blatchford

Readings from English Literature
By John Verdin and Mary Hamilton. Language and Literature Recordings. £3.50.

John Verdin has selected his passages for reading with three principal objectives: each should be logically complete and capable of providing interest and pleasure to the listener; they should convey something of the richness and variety of the language; and they should come from a work of sufficiently wide appeal that it has been widely translated.

It is, therefore, a sad irony that the readings emerge with a dull monotony. Indeed, "dull would he be of soul" if a student were to warm to the trite recitation afforded "Upon Westminster Bridge" or Browning's "Home Thoughts from Abroad", while Henry V's Saint Crispin's Day speech at Agincourt is a poor and derivative echo of Laurence Olivier's filmed delivery.

As the availability of the pieces in translation is stated as important, it is safe to assume that foreign students of English literature are the intended market for this cassette. It is disappointing, then, that having selected the rich narrative of Dickens and Sir Walter Scott, the readers have nowhere captured these authors' essential humour and romantic inklings. Thumb-nail biographical sketches aside, no attempt has been made to connect the separate philosophies of the writers and the social contexts in which they were working.

This hastily collated and muddled tape is complemented by the accompanying booklet: all the spoken word is printed, with reading and text out infrequently at variance. Explanatory annotation of textual difficulties is inconsistent in its assumed level of understanding. No advanced student reading Scott will need "slumber", "steeds" and "tumult" explained, while "a domestic", "dimpling" and "melancholy" go unremarked.

The Greater Manchester Council have published a resource pack on the Metropolitan County of Greater Manchester. It is made up of 10 information sheets on aspects of the history, geography, industry, communications and administration of the area, a map and a chart.

The area has a fascinating history and plenty of important local figures, such as Cobden and Bright, Emily Pankhurst and Lloyd George. The sheets suggest questions, projects and visits; some questions are general, others relate directly to Manchester, and all the visits, of course, are in the area.

Project Greater Manchester costs 25p from the Public Relations Office, Greater Manchester Council, County Hall, Piccadilly Gardens, Manchester.

Ideas, argument, experiences, research

TALKBACK

A primary head criticises the instant experts/ Community studies via the local press

Collecting brickbats

Harry Stanton

The plea by Dame Margaret Miles to end the practice of using the troubles of society as a weapon to attack schools will be welcomed by teachers. Hardly a day goes by without some politician or minor celebrity taking a public swipe at education.

To be an expert on education needs no qualifications. It seems that anybody who has attended school considers himself to be one. I wonder if the medical profession suffers from the same problems? Does every patient who has been in hospital feel qualified to comment on drug therapy or neurosurgery?

Education collects the brickbats from all sides. Politicians make great organizational changes at the stroke of a pen, leaving schools to deal with the problems and the biased criticism of the opposition.

Recently, a certain blood lust has arisen and schools have been designated as fair game. Canon Warberton, in Nottinghamshire, declared that thousands of children were being deprived of a decent education—but failed to support his case with a single fact. That well known educationist, Hughie Green, put *his pen in, and somehow* correlated *a relationship* between the Balcombe Street siege and comprehensive education! Nicholas Winterton, the MP for Macclesfield, wildly claimed that progressive education results in the murdering of the child's mind.

The worst of the offenders is the *Daily Mail*, with its constant snipping, and the people who produce the so-called Black Papers. Only a few of the Black Paperites can be considered experts in the field of education and this is demonstrated when they thrash around and write such nonsense as "The status of the classroom teacher is reduced by the fact that only apparent failures remain there".

When the level of intelligent argument reaches such depths it is not surprising to discover the distorted treatment of their statistical sources.

The findings of the National Foundation for Educational Research were firmly quoted in the last Black Paper, but as the NFER has since pointed out, the relevant research findings were not always fairly or accurately presented, and the conclusions drawn from them are frequently in contradiction with those in the cited reports.

Perhaps the most ingenious of their assertions came when they quoted a piece of non-existent research which they claimed had been done by the NFER.

These self appointed judges are dealing with the politics of fear. They play upon the anxieties of people and imply danger to that which folk cherish most—their children.

The schools of today are evolving as methods and attitudes change. The benefit can be seen by reference to the Department of Education's statistics. Few people realize that since the war, the number of children leaving school with the qualifications to enter university has doubled every 10 years. Standards, therefore, cannot be deteriorating.

Of course, such a creaming off into the universities and colleges reduces the number of intelligent young people available to work in shops, offices and industry. The need for labour is still there, and the places have to be taken up by the less able. This causes consternation to the employers, who start to complain about falling standards.

The Bullock report recently refuted any allegations about declining standards. It is true that the standards of reading are not getting any better, but somewhere there has to be a limit. As in the Olympics, once a high standard has been reached, any improvement can only be minuscule, otherwise in a few years time we shall expect six-year-olds to have a reading age of 10.

Much of the criticism aimed at schools comes from those who were taught differently. Things have changed. For instance, few teachers would entertain the old unproductive method of reading round the class. Today, children embark on an individualized reading programme.

Each child progresses to the best of his or her ability, neither suffering from the frustration of waiting for the slower ones to catch up nor of being dragged along in total incomprehension.

More than ever it is being realized that each child is unique and that talents and abilities are not equal or indeed comparable.

Such a progressive viewpoint has made British primary education the envy of the world. Our critics see it as permissive, but teachers are responsible people and education will progress despite the wailings of the intellectual Cassandras who see change as a threat to their cosy consensus positions.

We must beware. As George Cooke, the chief education officer of Lincolnshire, said recently: "Much that is best in education can be destroyed by persistant, spiteful and ill-informed attacks upon the morale of the people involved."

Harry Stanton is headmaster of Mellors Primary School, Radford, Nottingham.

Making inroads

Derek Merrill and John Freeman

Most school subjects seem to take their contents as if from another world, although teachers and bodies like the Schools Council call for greater relevance in the curriculum. New subjects, however, often stumble over this word relevance, and we rack our brains for the interesting and stimulating lesson. Instead of reading the latest curriculum development reports, or using the latest pack material, why not look at your local paper?

Schools frequently underestimate their importance in the community. Students and teachers too often lead a double life, where school is for education and life begins at 3.30. Schools must be accountable to the community, not just to provide future employees, even if they are possibly aware, but also to produce active participants. It is not enough to have opinions of the world echoing from the classroom walls. Those opinions must be heard in the community, with possibilities for action.

We live in a world where survival is threatened, whatever your politics, religion or race. These threats are not simply out there in the wider world, but often occur locally. This is where children are directly affected, but present education does not equip them to take action.

Last year, our local newspaper published plans of a proposed road scheme. It took the shape of a one-way road which threatened the school and the community. It would not only obliterate the school garden but would also pass five metres from school buildings. More and faster traffic would be attracted on a convenient through route to the M4, in one of the most densely populated areas of London. Staff and students, backed by the parent-teacher association, started a campaign with arguments on pollution, traffic hazards, preservation of communities and alternative proposals.

We believe this campaign has had some interesting implications for education. Most important, perhaps, was the sensitivity and concern shown by the students for their local environment. Too often, we have taken well-prepared lessons of pack material, hoping to generate another cause for concern. Perhaps a spark, but never a fire. The writing has the gloss of the colour supplement and the pictures reflect another far-off world.

On this occasion the material was produced by the students in the form of poems, articles and pictures, which have now been produced in a booklet, *It's Hard Being a Cowboy in Southall.*

Southall is a multi-cultural community and lacks a tradition of public debate and protest on local issues. Yet our school took a campaign into the community, spreading information by word of mouth, leaflets, letters to the press and council with a petition and a public display. It is easy to forget that a school is not merely a static institution but a place where people from all parts of the local area congregate, and these people can spread ideas widely.

For the children the real satisfaction came not with a red pen mark in their books, but from a local radio interview, a piece in the *Evening Standard*, seeing their photographs in the local paper, receiving replies to their letters, collecting signatures for the petition and handing it in to the town hall. It seemed as if their voice was being heard.

Once this carnival was over the difficulty was how to make a positive, long-term contribution to the community. The best vehicle we found was to develop a Mode 3 C.S.E. in community and environmental studies. We hope to go beyond the compliant civics course and the somewhat patronizing visit to the local needy, for as well as studying formal and informal organizations in the community the students will work closely with council departments and local pressure groups.

They will seek out, and act upon, local issues, reply to prospective council plans for Southall and form local branches of national environmental organizations—for example, the Schools Eco-Action Group. We foresee further action weeks, exhibitions and the circulation of ideas through the local media and to local councillors. In this way students may even take part in planning.

A feature of the course will be to make students realize that local events are linked to wider environmental issues; for example, worldwide urban expansion with over-

Derek Merrill and John Freeman teach at Featherstone High School, Southall, London.
"It's Hard being a Cowboy in Southall" and copies of the proposed Mode 3 (22p inc postage and packing) are available from Anna Johnson (care of Southall Writers), Ealing Teachers' Centre, Ealing (Northern) Sports Centre, Greenford Road, Greenford, Middlesex.

Sir,—Last November you published my article about education in Cyprus after the Turkish invasion. The tone of the article was one of hope, but I have recently received a letter from the Cyprus Greek Teachers' Organization which presents a bleaker picture. They say:

"The dislocation caused to education by the Turkish invasion and all its consequences must be obvious. Not only are many schools out of use, either because they are in Turkish occupied areas or in close proximity to such areas, but the school population and its teachers have in a vast number of cases been dispersed, and are still living in refugee camps or in grossly overcrowded homes of friends and relatives."

It should be remembered that one third of the population of the island was forced out of the north by the Turkish army, and that they continually forced south those who stayed on in the north.)

"One need hardly say that, apart from the purely practical problem of housing a vast school population in a seriously reduced number of buildings, the psychological atmosphere of the refugee camp or a crowded home is not conducive to study of any kind. As for practical matters like the loss of stationery, school books and so on at the hands of the Turkish troops . . . this problem is also an obvious one.

It is imperative that the wheels of the educational machine should keep turning, and administrators, teachers and pupils alike are determined that they should do so."

The Cyprus Greek Teachers' Organization begs all teachers to consider their problem, to exert what influence they can to help Cyprus, so that justice can at least serve the children who only wish to return to their homes. Finally they ask that the world should then leave them to sort out their own problems as a sovereign state.

I have been into the camps, and seen the determination of these people to achieve an education for all their children. If any school wanted to organize a twinning operation, or something of that sort, with a school in Cyprus, this could, I am sure, be arranged. I will be glad to act as a funnel for anyone who wishes to take up the idea. (Children in Cyprus usually have a great deal of English at their command, both as a written and a spoken language.) To know that there is still a world outside that cares would be a great encouragement to a brave people.

NICK McCARTY,
66 West Park Avenue,
Kew, Richmond, Surrey.

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Nursery Education

Headships

LONDON, N.1
ISLINGTON
HEAD TEACHER wanted from September for small Charity Nursery School: morning only.
Salary: £1,950 per annum.
Telephone 01-607 4142 for details after 6th June.

Other Appointments

MERTON
(London Borough of)
EDUCATION COMMITTEE
ST. MARK'S NURSERY SCHOOL,
St. Mark's Road, Mitcham, CR4 [illegible]
Headmistress, Miss M. A. Hampshire
Experienced NURSERY TEACHER required September, 1976, but duties seeking first appointment will be considered.
London Allowance £351. Legal expenses up to £200 and assistance towards removal expenses will all be considered where appropriate.
Application forms available from the Headmistress, on receipt of a stamped addressed envelope, to whom they should be returned by 18th June, 1976.

Primary Education

Headships

CAMBRIDGESHIRE
CAMBRIDGE AREA
SUTTON C.E. (C) SCHOOL
Sutton
Applications are invited for the post of HEAD TEACHER of this Primary School (Nor): 270), in an attractive and expanding village within easy reach of the cities of Cambridge and Ely. The School is housed in a recently extended building.
Application form and details from the Area Education Officer, 22 St. Andrew's Crescent, Ely, Cambridgeshire CB7 4EB (stamped addressed envelope please), returnable by 14th June, 1976.

EAST SUSSEX
ST. MARK'S C.E. (AIDED) (Nor): to (mix)
Hollow Down
Applications are invited from teachers in communion with the Church of England for the HEADSHIP of this 3 and 4 form entry Mixed and Infant Church of England Aided School.
School house available to successful candidate. Scheme of relocation grants available in deserved cases.
Application forms and further details from the Area Education Officer, 22 St. Andrew's Crescent, Lewes, East Sussex (stamped addressed envelope) quoting reference number: Closing date: 30th June.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
HIGHFIELDS PRIMARY SCHOOL
SOUTH-EAST HODDESDON MIXED AND INFANTS DEPARTMENTS
One-form entry County School opened in September, 1975, to be situated in Broxbourne.
HEAD required for this Group 3 school (150+ on roll).
Salary £5,961 to £6,198, plus fringe allowance.
Application forms and further particulars from Divisional Education Officer, Wilwyn Garden City (stamped addressed envelope).

HERTFORDSHIRE
(Hitchin Rural) Group 2.
HEAD required from September, 1977, for this 2-form entry Primary School, Pirton Lane, Wilwyn Garden City.
HEAD required for this Group 3 school (150+ on roll).
Salary £5,961 to £6,198, plus fringe allowance.
Application forms and further particulars from Divisional Education Officer, Scott House, Harpsden Road, Hertford (stamped addressed envelope).

LINCOLNSHIRE
HEADTEACHER
DILDING ST. NICHOLAS C.P. SCHOOL
Burghead Scale: Head Group 2, £4,653 to £5,151
90 on roll
For January, 1976. HEAD TEACHER of this future (new) rural school, five miles south of Spalding.
Forms and details from Divisional Education Officer, County Hall, Boston PE21 6LG on receipt of stamped addressed envelope.
Closing date 16th June.

NEWCASTLE upon Tyne
(City of)
EDUCATION COMMITTEE
ORANGE TREE STATION MIDDLE SCHOOL
ASSISTANT TEACHER or HEAD required (Group 4)
Required for September, 1976, or as soon as possible thereafter.
Application forms and details from Area Education Officer, Shire Hall, Cambridge CB3 0AP (stamped addressed envelope, please), returnable by 14th June, 1976.

NORTH YORKSHIRE
County Hall
Further Advertisement
Applications are invited from suitably experienced teachers for the following vacancies:
HEAD (Full-time)
COUNTY JUNIOR School,
Commonthorpe, York (Group 3)
Applications are invited for the first advertisement will be considered.
Head Teacher and Governing Body invite applications from teachers with a view to appointment to the post of Deputy Head.
Application forms and further particulars are available from the Director of Education, County Hall, Northallerton.

NORTH YORKSHIRE
(County of)
Further Advertisement
Applications are invited from suitably experienced teachers for the following vacancies:
HEAD (Full-time)
COUNTY JUNIOR School,
Commonthorpe, York (Group 3)
Applications are invited for the first advertisement will be considered.
Head Teacher and Governing Body invite applications from teachers with a view to appointment to the post of Deputy Head.
Application forms and further particulars are available from the Director of Education, County Hall, Northallerton.

NORTH YORKSHIRE
(County of)
Further Advertisement
Applications are invited from suitably experienced teachers for the following vacancies:
HEAD (Full-time)
COUNTY JUNIOR School,
Commonthorpe, York (Group 3)
Applications are invited for the first advertisement will be considered.
Head Teacher and Governing Body invite applications from teachers with a view to appointment to the post of Deputy Head.
Application forms and further particulars are available from the Director of Education, County Hall, Northallerton.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following post:
HAVENBRIDGE INFANTS SCHOOL
Stockton
Group 1
Number on roll 33
HEADMISTRESS/MISTRESS.
Application forms and further details obtainable from the County Education Officer, Education Office, Greyswade Street, Ipswich (stamped addressed envelope, please) to be returned by June 18, 1976.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
NEWTON HILL CLOSE C.E. (AIDED) INFANTS SCHOOL
HEAD TEACHER required, Group 2.
Application forms and further details available from the Governors, to be returned to the Director of Education, Wakefield Metropolitan District Council, Education Offices, Burton Street, Wakefield WF1 2EB, not later than 14th June, 1976.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
PRIMARY SCHOOL
DALAWAY MIDDLE SCHOOL
Bell Lane, Delves, Walsall, WS5 4HJ
(Group 5: 240 pupils)
Applications are invited from suitably qualified and experienced candidates for the undermentioned post of HEAD TEACHER.
(Salary £5,961 to £6,198).
The vacant office will be in preparation and the post will be tenable from 1st September, 1976, or as soon as possible thereafter.
The School, which is opened in 1972, is built to an open-plan design and is situated in pleasant residential area having an open aspect of common and known as Delves Green.
Application forms and further particulars are obtainable from the Director of Education, Civic Centre, Darwall Street, Walsall, WS1 1DG. Intending applicants for interview will be notified in due course.
Closing date: Friday, 18th June, 1976.

Deputy Headships Senior Masters/Mistresses

AVON COUNTY
NORTH LANE J.M. SCHOOL
Bristol BS4 3QW
Applications are invited for a post of responsibility as DEPUTY HEADMISTRESS/MASTER of this 3-form entry Junior and Infants School.
Salary in accordance with the Burnham Primary Allowance (present maximum £1,794).
Applicants should be experienced in the teaching of children of all abilities and have a sound knowledge of modern methods.
Application forms and further particulars may be obtained from the Headmistress/Master, to whom they should be returned as soon as possible.

BEDFORDSHIRE
EDUCATION SERVICE
BIGGLESWADE AREA
PUTNAL LOWER SCHOOL
Potton, Beds SG19 2LH
Required for September, 1976, or January, 1977, teacher of outstanding ability for the post of Deputy Head of this Group 4 school. Candidates should have qualities of leadership, organisational skills, a creative approach and the ability to develop two or more areas of the curriculum throughout the school.
Application forms obtainable from the Head of the school (stamped addressed envelope please).

BROMLEY
(London Borough of)
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal expenses are payable to teaching staff appointed from outside the London Area.
VINCENT'S (C.E.) (AIDED) PRIMARY SCHOOL
Farring Road, Mottingham, S.E.9
(Scale 4) DEPUTY HEAD TEACHER (Gp) 200
Applications are invited from suitably qualified and experienced TEACHERS for this post tenable in September, 1976, or as soon as possible thereafter.
Application forms and further details should be obtained from the Head Teacher, to be returned by Friday, 18th June, 1976.

CUMBRIA
EDUCATION COMMITTEE
LYNG VALLEY C.E. SCHOOL
Penrith
(Group 3: Roll 150)
Required for January, 1977
DEPUTY HEAD to be responsible for retirement of Deputy Headmistress.
Pupil-teacher ratio 30-1.
Responsible for the first implementation of the Penrith Middle School Plan.
Application forms and further particulars are obtainable from the Director of Education, Darwall Street, Walsall, WS1 1DG. Intending applicants for interview will be notified in due course.
Closing date: 22nd June

PRIMARY
Scale 2 Posts continued

HAMPSHIRE

FAIRHAM COMMUNITY AREA

BANYARDS COUNTY INFANT SCHOOL
(255 on roll)
Oldbury Way, Fareham
(Number on roll: 280)
Responsibility for Parental Studies plus another responsibility to be negotiated.
Scale 2 post.
Please write to the Head before 18th June, giving full particulars of your qualifications and addresses of two educational referees. Applicants with practical experience in approved cases.

HUMBERSIDE
EDUCATION COMMITTEE
GRIMSBY DIVISION
SAINTFIELD SCHOOL
Margaret Street, Immingham
(Number on roll: 1976—
TEACHERS for Lower Juniors and Upper Juniors Scale 2 available for suitable applicants, but applications are also invited from unscaled teachers.
The teachers appointed will be required to take an active part in the life of the school.
The school is housed in a modern building and has good facilities.
Application forms, obtainable from the Divisional Education Officer, Eleanor Street, Grimsby, should be returned to reach him not later than 1st June. Visits to the school within 10 days of the appearance of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified teachers for the following posts.
GENERAL SUBJECTS in addition to the responsibilities detailed below, unless otherwise stated, schools are mixed and situated in pleasant rural surroundings. Scale 2 post available for suitable candidate.
Application forms available from the Head Teachers at the addresses shown above.
Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.
Letters of application and completed application forms should be submitted direct to the Head Teachers within 14 days of the appearance of this advertisement, unless otherwise stated.

SEVENOAKS DIVISION
HORTON KIRBY C.E. PRIMARY SCHOOL
Horton Kirby, Dartford
(Tel: Farningham (047 482) 2308)
(Number on roll: 330)
Required for September 1976 or September 1976. A compliment to a modern structured primary establishment. An ability to lead instrumental music advantage. 2 post available for suitable candidate
Application forms obtainable from the Headmaster.
ST. BARTHOLOMEW'S R.C. PRIMARY SCHOOL
St. Andrew Drive, Swanley BR8 7AY
(Tel: 3271)
Experienced Junior TEACHER required for September 1976 (possibly earlier). Opportunity to offer MATHEMATICS, GAMES and/or MUSIC.
Scale post or above available for suitable candidate.
Application forms available from the Head Teacher at this School.

LEICESTERSHIRE
THE LATIMER PRIMARY SCHOOL
Latimer Street, Anstey, Leicester
SCALE 1 OR 2
Experienced TEACHER required September for Infants. Preferably with Music or other advantage.
Possibly Scale 2.
MAIDSTONE WEST BOROUGH C.P. JUNIOR SCHOOL
TWO TEACHERS, one to be responsible for ART, CRAFT AND DRAMA THROUGHOUT SCHOOL, and ONE to be interested in remedial work.
Scale 2 posts available.
COXHEATH C.P. JUNIOR SCHOOL
Near Maidstone
TWO experienced TEACHERS required for September 1976 to teach Junior classes. One post will include responsibility for Remedial Reading and the other carries responsibility for Science and Mathematics throughout the School, together with assistance with Swimming.
Scale 2 posts available.

KINGSTON upon THAMES
(Royal Borough of)
ST. AGATHA'S R.C. PRIMARY SCHOOL
Dinton Road, Kingston upon Thames, Surrey (01-546 4)
Required for September, 1976, or January, 1977, TEACHER to take responsibility for the whole of the school. Ability to play the organ an advantage. Scale 2 post for suitable applicant.

THE MOUNT JUNIOR SCHOOL
Kingston Hill, New Malden
Surrey
(370 boys and girls)
Experienced TEACHER required for Middle Juniors. As well as class responsibility the candidate should be able to offer Physical Education, Dance and Athletics with responsibility for school teams. An interest in outdoor pursuits would be advantageous. Scale 2 post.
London allowance £367.
Assistance may be provided with removal expenses.
Application forms obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey KT6 7DX, to be returned to the Headmaster as soon as possible.

KINGSTON upon Thames
(Royal Borough of)
ST. LUKE'S C. OF E. PRIMARY SCHOOL
Orchard Road, Chessington, Surrey
Required from January, 1977 (or earlier), an experienced TEACHER to take responsibility for CREATIVE ART and MUSIC throughout the school. Scale 2 post for co-ordinating upper school activities and responsibility for boys' games and/or music an advantage.
London Allowance—£367.
Assistance may be provided with removal expenses.
Application forms obtainable from the Chief Education Officer, Tolworth Tower, Surbiton, Surrey KT6 7DX, to be returned to the Headmaster as soon as possible.

KIRKLEES
METROPOLITAN COUNCIL
ASHBROW JUNIOR SCHOOL
Bradley, Huddersfield, Bramhope
Huddersfield HD2 1YT
Required for January, 1977
SCIENCE/MATHS. Scale 2. Must be an experienced and enthusiastic teacher, sympathetic to the needs of deprived children. Experience of team teaching. Responsibility for junior boys' and girls' games and/or music with parents would be an advantage. Duties to start in January, 1976. Possible applicants will be considered.

LEICESTERSHIRE
THE LATIMER PRIMARY SCHOOL
Latimer Street, Anstey, Leicester
SCALE 1 OR 2
Experienced TEACHER required September for Infants. Preferably with Music or other advantage.
Possibly Scale 2.
MAIDSTONE WEST BOROUGH C.P. JUNIOR SCHOOL
TWO TEACHERS, one to be responsible for ART, CRAFT AND DRAMA THROUGHOUT SCHOOL, and ONE to be interested in remedial work.
Scale 2 posts available.
COXHEATH C.P. JUNIOR SCHOOL
Near Maidstone
TWO experienced TEACHERS required for September 1976 to teach Junior classes. One post will include responsibility for Remedial Reading and the other carries responsibility for Science and Mathematics throughout the School, together with assistance with Swimming.
Scale 2 posts available.

NEWHAM
(London Borough of)
CYRIL JAMES J.M.I. SCHOOL
Green Street, London E13 9AP
(Roll 460)
Required September 1976:
TEACHER to develop and coordinate a language policy throughout the School. Scale 2 post according to experience and qualifications. Initial allowances may be payable.
Also advertised under Scale 1 Posts.
Application forms may be obtained from the undersigned and returned as soon as possible.
D. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4NH.

NEWHAM
(London Borough of)
CHURCH HOUSE INFANT SCHOOL
Church House Lane, London E13 8PB
(Roll 460)
Required September 1976:
TEACHER to develop and coordinate a language policy throughout the School. Scale 2 post according to experience and qualifications. Initial allowances may be payable.
Also advertised under Scale 1 Posts.
Application forms may be obtained from the undersigned and returned as soon as possible.
D. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4NH.

NEWHAM
(London Borough of)
CHURCH HOUSE INFANT SCHOOL
Church House Lane, London E13 8PB
(Roll 460)
Required September 1976:
TEACHER in charge of MUSIC throughout school. Scale 2 post according to experience and qualifications. Initial allowances may be payable.
Also advertised under Scale 1 Posts.
Application forms may be obtained from the undersigned and returned as soon as possible.
D. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4NH.

NEWHAM
(London Borough of)
CYRIL JAMES J.M.I. SCHOOL
Green Street, London E13 9AP
(Roll 460)
Required September 1976:
TEACHER in charge of MUSIC throughout school

ESSEX COUNTY COUNCIL
BASILDON and BRENTWOOD AREA

Beauchamps School
Wickford (Roll 1437) Group 12

HEAD

for this nine-form entry 11-18 comprehensive school, from 1 January, 1977.

Generous grants for removal, lodging and disturbance expenses are payable in approved cases.
Closing date: 18th June, 1976.

Application forms and further details of this post may be obtained from the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford.

Cheshire
HALTON DISTRICT
Runcorn Norton Priory County Comprehensive School (Group 12)

Head Teacher

Required January 1977 for this purpose built 10 i.e. co-educational Comprehensive School opened 1972, the first of four comprehensive schools to serve Runcorn New Town. Roll 1,800. Age range 11-18 years. Wide range of C.S.E. and G.C.E. level courses established and developing Sixth Form.
School located adjacent to Town Park, excellent accommodation, with Joint Use Sports Centre adjacent. Assistance with removal expenses and payment of disturbance allowance in accordance with Authority's Scheme.

Application forms and further particulars (s.a.e. please) obtainable from District Education Officer, Education Department, Grosvenor House, Shopping City, Runcorn, to be returned by 28 June, 1976.

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
Applications are invited for the following

HEADSHIP
tenable from the beginning of Spring Term, 1977
WESTWOOD GIRLS' HIGH SCHOOL
Spurgeon Road, Upper Norwood, S.E.19
Salary: Head Teacher Group 6 plus a London Area Allowance of £297 and additional payment £312.

The Authority's scheme for Secondary Education in maintained schools provides for comprehensive education in a tiered system.
This five-form entry, 11-14 High School is situated in the North of the Borough. Pupils transfer to the Lady Edridge High School for Girls (14-18) at age of 14.
Reasonable removal expenses will be reimbursed (details on request).
Application forms and further details of the post may be obtained from the Director of Education (TAB), Education Department, Taberner House, Park Lane, Croydon CR9 1TP, to whom completed forms must be returned by Friday, 18th June, 1976.

LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
Applications are invited for the following

HEADSHIP
tenable from 1st January, 1977
FAIRCHILDES HIGH SCHOOL
Fairchildes Avenue, New Addington, Surrey
Salary: Head Teacher Group 11 and a London Area Allowance of £267 is payable

The Authority's scheme for Secondary Education in maintained schools provides for comprehensive education in a tiered system. This eight-form entry 11-16 mixed High School is situated to the south-east of the Borough. Pupils can at age 16 transfer for a full two-year course at a 14-18 High School or transfer to the Croydon College of Design and Technology.
Reasonable removal expenses will be reimbursed (details on request).
Teachers who applied to the previous advertisement would be considered and need not re-apply.
Application forms and further details of the post may be obtained from the Director of Education (TAB), Education Department, Taberner House, Park Lane, Croydon CR9 1TP, to whom completed forms must be returned by Friday, 18th June, 1976.

MIDDLE
Scale 2 Posts
continued

HAMPSHIRE

PORTSMOUTH AREA

ST. SWITHUN'S R.C. MIDDLE SCHOOL
Lovell Road, Southsea, Hampshire, PO5 2BD
(Open 9-13)
(260 on roll)
Required for September, 1976, a qualified TEACHER for Scale 2 post.
Application and details of training and qualifications should be forwarded to the Rev. Correspondent at the address below. Prospective 1.30 Waverley Road, Southsea, Hampshire to reach them within 10 days of the appearance of this advertisement.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
REDDITCH, RIDGEWAY MIDDLE SCHOOL
Evesham Road, Astwood Bank, Redditch, Worcs., B96 6DD
Required for September, CO-ORDINATOR for Fourth Year—Scale 2 post.
Application immediately to the Headmaster, Mr. [illegible] enclosed stamped addressed envelope (foolscap size).

KIRKLEES
METROPOLITAN COUNCIL
THORNHILL FIRST AND MIDDLE SCHOOL
Lodge Lane, Thornhill, Dewsbury WF12 0QJ
Required for September, 1976, a TEACHER for GEN-ERAL PURPOSES to cater for a class of mixed-ability Fourth Year children in Middle School. Scale 2 post is available for a suitably qualified and experienced candidate.
Application forms stamped addressed envelope, please) from the Director of Educational Services, Oldgate House, Oldgate, Huddersfield HD1 6QW, to whom they should be returned as soon as possible.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
ROADMAN MIDDLE SCHOOL
Weedon Road, Northampton
YEAR CO-ORDINATOR, Scale 3.
Required September or possibly 1st January, an experienced TEACHER to lead a team of other teachers, operating with a year group of 500 co-educational pupils in the 11 plus age group.
Experience with French an advantage but is not essential.
Further details and application forms available from the Headmaster (stamped addressed envelope).

Scale 1 Posts

DERBYSHIRE
HERBERT STRUTT MIDDLE SCHOOL
Derby Road, Belper, Derby
Applicants should be well qualified to teach GENERAL SCIENCE in the first two years of the school and to take a 10 year class. He is also able to offer some specialist teaching throughout the school (up to 13 year olds)—French, Boys' General Subjects or Geography would be useful subjects.
Write for application form to the Headmaster enclosing a stamped addressed envelope.

DEVON
DENTAL MIDDLE SCHOOL
Exeter
(Roll 200; eight to 12 years)
Applications are invited from suitably qualified persons for three Scale 1 posts of ASSISTANT TEACHERS for Central Middle School, Exeter, which will move into new purpose-built open-plan buildings in September 1976.

(1) TEACHER of GENERAL SUBJECTS with special interest in GIRLS' PHYSICAL EDUCATION and DANCE.

(2) A TEACHER of GENERAL SUBJECTS with interest in BOYS' PHYSICAL EDUCATION and GAMES and A.V.A. also an advantage.

(3) A TEACHER in GENERAL SUBJECTS with interest in ART and CRAFT.

Scale 1 posts.
The successful applicants will be expected to take up the appointments in September 1976 or as soon as possible thereafter.
Application forms (stamped addressed envelope, please) from the Headmaster, Central Middle School, Rack Street, Exeter, EX1 1DQ, returnable by 18th June 1976.

DEVON
CALLE LADYSHUTE MIDDLE SCHOOL
Ilfracombe
Applications are invited from suitably qualified persons for the following posts:
(1) TEACHER of GENERAL SUBJECTS for Middle School with special interest in Science, to commence duties in January, 1977.
(2) TEACHER of GENERAL SUBJECTS for Middle School with special interest in Mathematics, to commence duties in September, 1976.
Application forms and further particulars may be obtained from the HEADMASTER to whom they should be returned by 18th June, 1976.

HAMPSHIRE

PORTSMOUTH AREA

ST. SWITHUN'S R.C. MIDDLE SCHOOL
Lovell Road, Southsea, Hampshire, PO5 2BD
(Open 9-13)
(260 on roll)
Required for September, 1976, a qualified TEACHER for Scale 2 post.
Application and details of training and qualifications should be forwarded to the Rev. Correspondent at the address below. Prospective 1.30 Waverley Road, Southsea, Hampshire to reach them within 10 days of the appearance of this advertisement.

HUMBERSIDE
EDUCATION COMMITTEE
LEISURE DIVISION
LITTLE HULTON MIDDLE SCHOOL
(1 to 13 years)
Required for September, CO-ORDINATOR for Fourth Year—Scale 2 post.
Application and details of qualifications and experience, together with the names of two referees should be made to the Headmaster, Mr. [illegible] Little Hulton, Manchester M28 5LH.

KIRKLEES
METROPOLITAN COUNCIL
CASTLE HALL MIDDLE SCHOOL
Richard Thorpe Avenue, off Leeds Road, Mirfield WF14 9PH
Required by September, 1976, TEACHER Scale 3, for GENERAL SUBJECTS with children in the top Year of 11 years and to assist with Games duties.
Application forms (stamped addressed envelope please) from the Head Teacher at the School.

KIRKLEES
THORNHILL FIRST AND MIDDLE SCHOOL
TEACHER for GENERAL SUB-JECTS
Scale 2.

Secondary Education
Headships

KNOWSLEY
(Metropolitan Borough of)
KNOWSLEY COUNTY COMPREHENSIVE SCHOOL
(Group 10)
HEAD TEACHER
Applications are invited from suitably qualified and experienced candidates for the HEADSHIP of this school, to be established from January, 1977, or earlier if possible. The vacancy arises owing to the retirement of the present Headmaster.
Knowsley Park way is a split-site co-educational 11-16 Comprehensive School after reorganisation in 1976. It will have 1,400 pupils on roll now but the intake is full and four forms of entry from Kirkby Village and established housing estates nearby.
The school has a high reputation for academic work and also for athletic achievements. It is very well staffed and is developing rapidly. The sites are ½ mile apart, with a first and second year on one wing and third, fourth, fifth and sixth years in the other. Facilities are excellent.
For application form send stamped addressed envelope to the Borough Educational Officer, Education Offices, Huyton New Road, Huyton, Merseyside, L36 5YH, to whom completed forms should be returned by Friday, 18th June, 1976.

LINCOLNSHIRE
HOLBEACH AND GEORGE FARMER COUNTY SECONDARY SCHOOL
Burnham Scale—Head Group 8—£9,861 to £11,499
(580 on roll)
To January, 1977:
HEAD TEACHER required for this mixed 11-18 comprehensive school in modern buildings. G.C.E. and C.S.E. level courses.
Terms and details from Divisional Education Officer, County Hall, Boston PE21 6LY, on receipt of stamped addressed envelope. Closing date 25 June, 1976.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
WEDNESBURY AREA
SECONDARY SCHOOLS
WEDNESBURY HIGH SCHOOL
Scale 4
Group 10
(Age range 11 to 18 years; mixed)
(720 on roll)
HEAD TEACHER
Applications are invited from suitably qualified candidates for the post of HEAD TEACHER for the HUMANITY of this 11-18 co-educational comprehensive school, catering for students between 3 and 5 forms of entry.
Terms of application and further details can be obtained from the Area Education Officer, Area Office, 25, Unity House, Hanley, Stoke-on-Trent, to whom completed forms should be returned not later than June 18, 1976.
A. Law, Area Education Officer.

Deputy Headships
Senior Masters/ Mistresses

BRADFORD (City of)
METROPOLITAN COUNCIL
GREENGATES GRAMMAR SCHOOL
Keighley
An 11-18 co-educational comprehensive upper school (Group 11 of 820 pupils including 120 in the Sixth Form) serving a wide area of present seven to eleven villages. An extensive building works are currently in progress to enable a 13+ intake to be admitted.
Applications are invited for the post of DEPUTY HEAD TEACHER in this developing school, following the promotion of the present holder to a headship.
Further information and application forms may be obtained from the Headteacher, Greenlands Road, Keighley, West Yorkshire to whom completed forms should be returned by 14th June 1976.
Reference 1/EVC/ES.

CUMBRIA
EDUCATION COMMITTEE
SILLOTH SECONDARY SCHOOL
(Group 3: 11 to 18: Mixed: 800 on roll)
Scale 4
Designated Middle School 10 to 15 from September 1, 1976.
Required for September 1, 1976, or as soon as possible thereafter
HEAD OF DEPARTMENT
(MATHEMATICS)
Application forms and further details obtained address) envelope, please) from the Headmaster, Mr. [illegible] Silloth, Cumbria CA7 4AL (Telephone: Silloth 2308) to whom they should be returned by June 18, 1976.

DEVON
THE KINGS (Co-educational Grammar School
Ottery St. Mary
Applications are invited from suitably qualified candidates for the post of SENIOR MISTRESS, Group 10 (£5,598 to £6,312 per annum).
The successful applicant will be expected to take up the appointment in January, 1977, or earlier if possible.
Application forms and further particulars (stamped addressed envelope, please) from the Headmaster, The Kings (Co-educational Grammar) School, Ottery St. Mary, returnable by 21st June, 1976.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and disturbance expenses are payable in approved cases. Details of availability of housing and nursery education can be obtained at the time of application.
MOULSHAM HIGH SCHOOL
(Roll: 1,500)
Brian Clegg, Chelmsford CM2 9DS
Telephone Chelmsford 60101
HEAD OF LOWER SCHOOL
Scale 4 (£5,598 to £6,312 at January 1977, or more for a suitable candidate)
Will be responsible to the Deputy Head (Lower School) for the organisation of the 11 to 13 year old section of the school.
Group 10—(to: 1,092
BUFFORD HOUSE, Bulford Road, Tolworth, Surbiton, Surrey KT6 7NJ.
Telephone: 01-337 1678
SECOND MISTRESS
Situated at the northern extremity of Surrey in a mixed catchment area of council and private housing on the villages of Ewell and Epsom.
Applications are invited from suitably qualified persons for this important post to investigate and organise a new pastoral system and counselling service for girls in the 11-18 comprehensive school and to take responsibility for the pastoral organisation of the Sixth Form. Previous experience of 13-19 years is essential and a degree or equivalent qualification will be considered.
Application forms and further particulars may be obtained from the Head of the School Office, Bulford House, Tolworth, Surbiton, Surrey KT6 7NJ, to whom completed application forms should be returned.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and disturbance expenses are payable in approved cases. Details of availability of housing and nursery education can be obtained at the time of application.
HAYLSHOTE SECONDARY SCHOOL
Broad Street, Tenterden, Kent
(Roll: 1,000)
Experienced TEACHER to establish the school Sixth Form (Group 10 (£5,598) (Scale 3, responsible for the organisation of a mixed catchment area of 1,000 pupils including the villages of Ewell and Epsom.
Applications are invited from suitably qualified persons for this important post to investigate and organise a new pastoral system and counselling service for girls in the 11-18 comprehensive school and to take responsibility for the pastoral organisation of the Sixth Form. Previous experience of 13-19 years is essential and a degree or equivalent qualification will be considered.
Application forms and further particulars may be obtained from the Head of the School Office, Bulford House, Tolworth, Surbiton, Surrey KT6 7NJ, to whom completed application forms should be returned.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and disturbance expenses are payable in approved cases. Details of availability of housing and nursery education can be obtained at the time of application.
HAYLSHOTE SECONDARY SCHOOL
Broad Street, Tenterden, Kent
(Roll: 1,000)
Experienced TEACHER to establish the school Sixth Form (Group 10 (£5,598) (Scale 3, responsible for the organisation of a mixed catchment area of 1,000 pupils including the villages of Ewell and Epsom.
Applications are invited from suitably qualified persons for this important post to investigate and organise a new pastoral system and counselling service for girls in the 11-18 comprehensive school and to take responsibility for the pastoral organisation of the Sixth Form. Previous experience of 13-19 years is essential and a degree or equivalent qualification will be considered.
Application forms and further particulars may be obtained from the Head of the School Office, Bulford House, Tolworth, Surbiton, Surrey KT6 7NJ, to whom completed application forms should be returned.

Derbyshire headship

St Thomas More RC School
Applications are invited from suitably qualified teachers for the headship of this school. St Thomas More is an 11-18 comprehensive school with 737 pupils on roll. Group 10.
Application forms and particulars (SAE foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3BG. Closing date 18 6 76.

London Borough of RICHMOND UPON THAMES
RE-ADVERTISEMENT
Applications are invited for the post of

HEAD TEACHER DESIGNATE
of a new
11-16 SECONDARY SCHOOL
(Group 10)
to be established in September, 1977, replacing two existing schools and occupying a pleasant site close to Richmond Park.
Extensive alterations and additions are planned to existing buildings to provide a mixed comprehensive school for 900+ pupils. The Head Teacher will be expected to take up the appointment (as Head Teacher Designate) in January, 1977, or sooner if possible.
Further details and application forms, returnable by 16th June, 1976, from Director of Education, Regal House, London Road, Twickenham TW1 3QB. Previous applicants wishing to be reconsidered should notify the Director of Education by letter.

County of Cleveland
SECONDARY SCHOOL

HEAD TEACHER
EGGLESCLIFFE SCHOOL
Urlay Nook Road, Eaglescliffe, Stockton, Cleveland TS16 0LA
(Tel.: Eaglescliffe 782465)
Applications are invited for the post of HEAD TEACHER, Group 11, of this 11-16 mixed Comprehensive School.
Reorganised 7 years ago, the school is now Comprehensive throughout. The anticipated roll for September, 1976, is 1,345, including a Sixth Form of about 110. The school has developed on a faculty basis, with a strong house system. It has close ties with the local Community Association.
The present Head is leaving shortly to join Her Majesty's Inspectorate, and the successful candidate should be prepared to take up the post in January, 1977. Financial assistance with household removal expenses is available in approved cases.
Forms of application and further details are obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, and should be returned not later than 25th June, 1976.

SECONDARY
Deputy Headships
continued

GWENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for September, 1976, Head of Mathematics Department in the following 11-18 comprehensive schools:
BLACKWOOD COMPREHENSIVE SCHOOL
(Group 10)
Required by January, 1977, or earlier if possible, a SECOND MATHEMATICS TEACHER to assist the Head of Department in the organisation and management of the Mathematics Department and to teach Mathematics to pupils between 11 and 18 years.
Applications should be sent to the Headmaster, Mr. [illegible] Blackwood, Gwent NP2 5LH.
CWMCARN HIGH SCHOOL
(Group 10)
Required by January, 1977, or earlier if possible, a SECOND MATHEMATICS TEACHER to assist the Head of Department in the organisation and management of the Mathematics Department and to teach Mathematics to pupils between 11 and 18 years.
Applications should be sent to the Headmaster, Mr. [illegible] Cwmcarn, Gwent NP1 7HH.
Further details and application forms for both posts may be obtained from the Director of Education, County Hall, Cwmbran, Gwent NP44 2XH, to whom completed forms should be returned by 18th June, 1976.

ISLE OF MAN
BOARD OF EDUCATION
HAZEL GRANGE SCHOOL
Castletown, Isle of Man
Castletown Comprehensive, 11 to 18 / 700 pupils
Applications are invited from suitably qualified persons for the post of SECOND MISTRESS (Group 10) commencing September, 1976.
Further details may be obtained from the Headmaster, Mr. [illegible] Hazel Grange, Castletown, Isle of Man.
Teacher with responsibility for the pastoral care of girls in the 11-18 age range. Ability to take a share of teaching in the Sixth Form essential.
Applications are invited from teachers who are interested in the possible creation of a unit for mentally handicapped children.
Applications are invited from teachers who are interested in the possible creation of a unit for mentally handicapped children.
Applications should be sent by letter to the Headmaster giving full details of qualifications, experience and the names and addresses of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
RAINHAM MID-KENT DIVISION
ARTHUR TERRY SCHOOL
Tudor Way, Aylesford, near Maidstone, Kent
(1,000 plus on roll)
HEAD OF LOWER SCHOOL (Scale 4)
for teacher required.
The school is situated in a pleasant residential area north-west of Maidstone. The accommodated 11-16 mixed High School in the Thames-side Division of Kent is organised on a house system with good pastoral and academic links with the Sixth Form. The educational and pastoral welfare of pupils in the 11-13 year age range is of prime importance.
Applications by letter to the Headmaster, with curriculum vitae and names of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
RAINHAM MID-KENT DIVISION
ARTHUR TERRY SCHOOL
Tudor Way, Aylesford, near Maidstone, Kent
(1,000 plus on roll)
HEAD OF LOWER SCHOOL (Scale 4)
for teacher required.
The school is situated in a pleasant residential area north-west of Maidstone. The accommodated 11-16 mixed High School in the Thames-side Division of Kent is organised on a house system with good pastoral and academic links with the Sixth Form. The educational and pastoral welfare of pupils in the 11-13 year age range is of prime importance.
Applications by letter to the Headmaster, with curriculum vitae and names of two referees.

LEICESTERSHIRE
COUNTY COUNCIL
Ellis Guilford Comprehensive School
Ellis Guilford Avenue, Leicester
Comprehensive, 11 to 18 from September, 1976
(Roll: 1,600)
Headteacher: Scale 5
Required September to work in Special Needs Department.
Apply, in first instance, by letter to the Headteacher, giving details of training, qualifications and experience, and names of two referees.

SOUTHGATE
HIGH SCHOOL
Ambleside Drive, Southgate, N14 5PP
(High Boys)
DEPUTY HEAD
Required for September, an experienced TEACHER of Junior forms, low learners required for Remedial Department.
Further details and application form (Headmaster's Secretary) Bridge's R.C. Comprehensive School, Bridge Road, Hayes, Middlesex (Tel. 01-573 2366).

DEVON
TAVISTOCK GRAMMAR SCHOOL
Tavistock
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER of GENERAL SUBJECTS (Group 5) with responsibility for Remedial Education, returnable as soon as possible.
Further details and application forms are available from the Headmaster at the school address.

DEVON
VINCENT THOMPSON HIGH SCHOOL
Exeter
(Roll 760)
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER in charge of Remedial Education.

SECONDARY
Art and Design
continued

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL

THORNES HOUSE SCHOOL
Wentland Wf2 8HW
HEAD of CREATIVE ARTS DEPARTMENT

Required for January, 1977, or earlier if possible, a Head of the Creative Arts Department. Scale A+. The successful candidate's main responsibility will be for work in Art and Craft covering all forms of two and three dimensional work. There are established courses in Art and Craft for C.S.E., O and A level and a new C.S.E. orientated course in Dance and Theatre Arts.

The post is offered at a high salary to a well qualified and experienced teacher who will have personal interests and the abilities to share Art and Ceramics department at sixth specialist teacher, and to make a broad contribution to the School and cultural quality of life in which the school is embedded that he or she would also like responsibility for pre-vocational work, Drama and Movement closely with that in Art and Craft.

Application forms with further details of the post, and to obtaining from the Headmaster, at the School, to whom applications should be returned within 14 days of the appearance of this advertisement.

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

TONBRIDGE MALING DIVISION

CLARE BANK SCHOOL
East Malling, near Maidstone
Large 11-16 School with 1,300 pupils with 11+ range intake. New purpose-built accommodation. Staff/pupil ratio 1:19. Excellent facilities. For September 1977 a mature and imaginative TEACHER is required to complete a team of four in the ART AND CRAFT DEPARTMENT, Scale 2. No specialist interest in pottery, textiles or other specialisation in a 3-D design especially welcome.

Please apply to the Headmaster with full details of career and interests.

Scale 1 Posts

AVON COUNTY

BEDMINSTER DOWN SCHOOL
Donald Road, Bristol, BS13 7DQ
(Comprehensive, co-educational 1,100 pupils 11-18 years)

Required for September, a TEACHER of POTTERY, to join a well established team in the Art department. Every help in developing studies in this department. The successful candidate will be expected to teach a second subject to one or two classes.

Please apply to the Headmaster indicating, giving full details curriculum vitae and the names and addresses of two referees

AVON COUNTY
BACKWELL SCHOOL
Backwell, Bristol, BS19 3PH
(Comprehensive 11-18 Coeducational 1,000 pupils)
Required for September, 1976, a TEACHER of ART and CRAFTS. Scale 1 (possibility of Scale 2). Duties will include teaching Art to 13 years. Applications are invited from graduates for the post of TEACHER of ART AND DESIGN Scale 1.

Required for September 1976 an Art specialist to join a team of five. An interest in photography is essential, there is a purpose-built Art block and photography area.

Apply immediately giving curriculum vitae and naming two referees, to the Headmaster.

BERKSHIRE
CHANTERIS SCHOOL
Chanteris Road, Sunningdale
(Comprehensive mixed, 11 to 18; roll 1,200 pupils)
Required for September, ASSISTANT TEACHER for ART.
Ability in Pottery essential.
London Weighting £163 per annum.
Assistance with removal expenses in approved cases.
Apply by letter giving details of qualifications and the names and addresses of two referees to the Headmaster, or telephone (except Sunday).

CHANNEL ISLANDS
STATES OF JERSEY
EDUCATION COMMITTEE

JERSEY COLLEGE FOR GIRLS
(900 pupils: four to 18)

Required from September in the Art Department, ART TEACHER (Scale 1) to join the flourishing Art Department to be responsible for work throughout the Junior and Middle forms and to teach main subjects and Stage 1 form in Seniors. Candidates should preferably be art school trained.

Application forms and further details of the post may be obtained from Director of Education, 6, Halkett Place, St. Helier, Jersey, C.I.

CUMBRIA
COUNTY COUNCIL
HARRABY SCHOOL
Carlisle
(Comprehensive : 11-18 Mixed : Roll : 1,100)
Required for September, a TEACHER of ART (Scale 1) to join a lively and imaginative Art Department. Candidates should offer a variety of skills including, if possible, drapery and dress printing. Girls all-girls' school admits its first intake of boys in September, 1976. Approximately 120 to this.

Write to the Acting Head, giving the names and addresses of two referees. Removal expenses may be paid.

DORSET
LYTCHETT MINSTER UPPER SCHOOL
Lytchett Minster, near Poole
Principal: H. Castleton, B.A.
TEACHER required for September, 1976, a GRADUATE TEACHER to join the Faculty of Art and Craft. Scale 2 (Scale 1 if no Commonwealth allowance). Ability to teach Art and Technical Drawing would be an advantage.
Assistance with removal and seasonal expenses.
Application forms and further details from the Headmaster (enclosed envelope).

ESSEX
COUNTY COUNCIL
General grants for removal, lodging and subsistence expenses payable in approved cases. Details of the availability of housing and of local education can be obtained at the time of application.
NETTLESWELL COMPREHENSIVE SCHOOL
(Roll : 1,200 M)
The Hides, Harlow
Telephone: Harlow 29272
ART and CRAFT
Required September, a TEACHER of CRAFTS capable of inspiring enthusiasm and interested in ceramics, techniques of wood

[illegible] other aspects of 3 Design Department. An advantage would be some interest in fashion design (dressmaking, etc.). Scale 2 (Scale 1 if suitable candidate).

HILLMARAY COMPREHENSIVE SCHOOL, 11 to 16, Bicester
(Roll September 1976, 1,450 with growth expected)
Scale Post Required
Salary Scale Burnham-Secondary
Telephone: 0869-241 3571

ART TEACHER

Required to develop work in C.S.E., and O and A level. Specialist facilities include 2 well established London studios and a 1,441 per annum post.

Send letter of application, with full curriculum vitae, to Headmaster as soon as possible.

ALDERMAN BEASLEY SCHOOL
Hall Way
Walnut Tree Way, Coldnaster
Telephone, Coldnaster 2073

ART

Required in September, 1976, when the school receives its first year specialist intake. It is hoped to appoint a TEACHER with an interest in painting and printing who will join two experienced teachers to cover a wide range of two and three-dimensional work. Opportunity to teach up to C.S.E. and O level.

Letters of application giving full curriculum vitae and telephone numbers of two referees should be sent to the Headmaster as soon as possible.

GLOUCESTERSHIRE
LAURENCE SCHOOL
Lydney
(Comprehensive, 960 mixed 11-18) Required in September, qualified TEACHER for ART and GENERAL STUDIES (English, History, Religious Education) in Lower School. Scale 1. A further appointment to commence in September 1977 is a possible alternative.
Applications by letter to the Headmaster with enclosed addressed envelope.

HAMPSHIRE

NORTH WEST AREA

BRIGHTON HILL SCHOOL

Brighton Way, Basingstoke
Hampshire
Required for September, 1976, TEACHER of ART—including Pottery, Scale 1. Professional qualification and experience required for this post.
Comprehensive School 11-16 entirely new, opened September, 1975, with first-year intake only.
The School is a Community School and has modern facilities including Craft Block with Pottery and Art rooms. Applications are invited from enthusiastic teachers prepared to meet the challenge of creating and maintaining high standards of effort, achievement and behaviour in a school of mixed capabilities.
Assistance with removal expenses in approved cases.
Candidates should apply by letter as soon as possible to the Headmaster, Mr. J. Hall, stating details of their qualifications and experience. Write giving details of the names and addresses of two referees who have agreed to act as such.

ART AND CRAFTS
Required for September, 1976, a TEACHER of ART and CRAFT, Scale 1 (Scale 2 if suitable candidate). Duties will include teaching Art to 13 years.

ART AND DESIGN Scale 1
Required for September 1976 an Art specialist to join a team of five. An interest in photography is essential, there is a purpose-built Art block and photography area.

Apply immediately giving curriculum vitae and naming two referees, to the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL

NORTH HERTS DIVISION

HITCHIN SCHOOL
Old Hall Way, Hitchin
SG4 9JT
(On : Hitchin 50042 31
Hosp : Lister Hospital Stevenage 1978 : 640 on roll : Drama 10, 11 to 19 : disability)

TEACHER of ART required September. This department has been enlarged and reorganised recently to provide good facilities for all levels of public examination.
Candidates should be interested in teaching throughout the school, for all levels of public examination.
Application forms obtainable from the Headmaster, Mr. Norton Scholl, Langley Road, Norton Maldon, York, to whom completed application forms should be returned without delay.

NORTH YORKSHIRE
(County of)
SHERBURN GRESVILLE COUNTY SECONDARY SCHOOL
Required for September, 1976:
TEACHER of ART, to assist in teaching and painting who will join two experienced teachers to cover a wide range of two and three-dimensional work. Opportunity to teach up to C.S.E. and O level.
Applications to the Headmaster at the school.

THANET DIVISION

LAUSANNE COUNTY SECONDARY SCHOOL
Margate
ASSISTANT TEACHER required from September, 1976, to teach POTTERY, two-dimensional art and limited craftwork. Scale 2. Post available for suitably experienced graduate. Salary will be considered.
Applications, with names of two referees to Headmistress

MAIDSTONE DIVISION

ASTOR OF HEVER SCHOOL
Sandling Road, Maidstone
(600 Mixed)
High School with comprehensive Lower School, situated in the picturesque Downs countryside. Modern buildings with good facilities. Scale 3. Applications are invited for the post of TEACHER of ART for September, 1976, specialising in Textiles, as part of the contribution to the general education of the pupils, to assist with the examination courses.
Applications are invited for a TEACHER of POTTERY, for one year only, to cover the absence of Mrs. Scott on maternity leave. Scale 2. Commencing salary will be assessed according to qualifications and experience.
Applications, giving particulars of present salary and the names of two referees, should be sent to the Headmaster, Mr. J. Hall, stating details of their qualifications and experience.

HOUNSLOW
LONDON Borough of
EDUCATION COMMITTEE
Education Offices, The Civic Centre
Lampton Road, Hounslow
LONGFORD SCHOOL
Longford Road, Feltham
(Boys : 560)
Headmaster: Mr. G. C. E. Whiddett

Required for September, 1976, a TEACHER of ART to teach Fabric Printing desirable but not essential.

London Allowance £627 payable

Please state if you are seeking your first appointment, so that the appropriate application form may be sent.

The Education Committee has power to consider applications from experienced teachers for assistance towards removal, disturbance or subsistence expenses.

Letters of application in the first instance to the Head Teacher of the school, giving details of qualifications and names of two referees.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

DOVER DIVISION

AYLESHAM SECONDARY
Aylesham, Canterbury
(460 mixed—Young)
Required for September TEACHER for ART. Responsible for courses to C.S.E. and O level throughout the School. Opportunity to teach within the Heavy Craft Department to pre-vocational work.
Applications to the Headmaster at the school.

THANET DIVISION

LAUSANNE COUNTY SECONDARY SCHOOL
Margate
ASSISTANT TEACHER required from September, 1976, to teach POTTERY, two-dimensional art and limited craftwork. Scale 2. Post available for suitably experienced graduate. Salary will be considered.
Applications, with names of two referees to Headmistress

MAIDSTONE DIVISION

ASTOR OF HEVER SCHOOL
Sandling Road, Maidstone
(600 Mixed)
High School with comprehensive Lower School, situated in the picturesque Downs countryside. Modern buildings with good facilities. Scale 3. Applications are invited for the post of TEACHER of ART for September, 1976, specialising in Textiles, as part of the contribution to the general education of the pupils, to assist with the examination courses.
Applications are invited for a TEACHER of POTTERY, for one year only, to cover the absence of Mrs. Scott on maternity leave. Scale 2. Commencing salary will be assessed according to qualifications and experience.
Applications, giving particulars of present salary and the names of two referees, should be sent to the Headmaster, Mr. J. Hall, stating details of their qualifications and experience.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
CHIEF TEACHERS
COMPREHENSIVE SCHOOL
Thrushbury Road, Corby
Required, September TEACHER to join SUPPLIED STUDIES team, ideally with special interest in Printmaking, Sculpture or Fabric Crafts.
Starting readily available.
Details and application form from Headmaster (stamped addressed envelope).

NORTH YORKSHIRE
(County of)
SCHOOL
Northallerton
(750 on roll)
Required for September, 1976.
TEACHER of ART to assist with special interest in pottery and three-dimensional work. Candidates should be an added qualification in printing and/or which is based in modern techniques is fully encouraged. Opportunity to teach up to C.S.E. and O level. Duties will include some pastoral responsibility.
Further details and application forms from the Headmaster, Mr. Norton Scholl, Langley Road, Northallerton, York, to whom completed application forms should be returned without delay.

NORTH YORKSHIRE
(County of)
SHERBURN GRESVILLE COUNTY SECONDARY SCHOOL
Required for September, 1976:
TEACHER of ART, to assist in Photography would be an advantage.

Application forms obtainable (stamped addressed envelope) from the Area Education Officer, Education Offices, 42, Street, Skipton, to whom they should be returned not later than 17 June, 1976.

SHEFFIELD
EDUCATION
NEWFIELD SCHOOL
Loot Hall Road, Sheffield, S8 9JP
(750 on roll—Young)
Required for September
A TEACHER of ART, Scale 1, in the first instance this will be a post for one year only.
Application forms and further details are obtainable from the Headmaster and forms should be returned to him as soon as possible.

SOLIHULL
EDUCATION COMMITTEE
ST. PETER'S CATHOLIC SCHOOL
Woodside Road, Kelhall, B91 3HT
(St. Peter's School is an 11 to 16 all-ability school with 600 boys on roll)
Required, TEACHER of ART for September, 1976, specially qualified to teach Art to C.S.E. and O level pupils, as well as to contribute to the general education of the pupils, to assist with examination courses.
Applications are invited for a TEACHER of POTTERY, for one year only, to cover the absence of Mrs. Scott on maternity leave. Scale 2. Commencing salary will be assessed according to qualifications and experience.
Applications, giving particulars of present salary and the names of two referees, should be sent to the Headmaster, Mr. J. Hall, stating details of their qualifications and experience.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
CROFTWOOD GRANGE SCHOOL
Pontefract Lane, Cudwood, Wakefield
(Number on roll September, 1976, 1,200)
Required for September, 1976 re-placement, full-time TEACHER of ART AND CRAFT, Scale 2 (Scale 1 if suitable candidate). Duties will include teaching Art to 13 years. Applications are invited from graduates for the post of TEACHER of ART AND DESIGN Scale 1.
Required for September, 1976 an Art specialist to join a team of five. An interest in photography is essential, there is a purpose-built Art block and photography area.
Apply immediately giving curriculum vitae and naming two referees, to the Headmaster.

WEST SUSSEX
THE SUSSEX AREA
CLASS teachers required and part-time courses payable in connection with
COPTHORNE BOYS' SCHOOL
Copthorne Lane, Bonsham, Sussex
RH10 3LW
(1,250 on roll, 11-16 years
Comprehensive)
TEACHER of ART required to specialise in two and three dimensional work in fabric, and an ability to teach some Art in the first year.
Application forms from Headmaster, to be returned by 30th April, 1976.

WILTSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Bythesea Road, Trowbridge
Required from September, 1976, TEACHER of ART, Scale 1, to join a lively and imaginative Art Department. Candidates should offer a variety of skills including, if possible, drapery and dress printing. Girls all-girls' school admits its first intake of boys in September, 1976. Approximately 120 to this.

Write to the Acting Head, giving the names and addresses of two referees. Removal expenses may be paid.

HERTFORDSHIRE
COUNTY COUNCIL

NORTH HERTS DIVISION

HITCHIN HIGH SCHOOL
(Group 10)
Hedford Road, Hitchin

TEACHER of ART (Scale 1) required September, to join a lively and imaginative Art Department. Candidates should offer a variety of skills including, if possible, drapery and dress printing. Girls all-girls' school admits its first intake of boys in September, 1976. Approximately 120 to this.

Write to the Acting Head, giving the names and addresses of two referees. Removal expenses may be paid.

Careers

Heads of Department

BEXLEY
London Borough of
ST. COLUMBA'S R.C. SCHOOL
Hall Road
Bexley Heath
VACANCIES occur for a HEAD of the CAREERS DEPARTMENT (Scale 3) September 1976. Applicants would be required to organise the full organisation and administration of the department, including Careers-evening programme, arranging for visiting Lectures, and supervising work experience. Ability to teach one or more of Geography, Economics or Accounts would be an advantage but not essential.
Scale post available for a suitably qualified and experienced graduate.
Salary, Burnham Scale with London Area Allowance.
Reasonable removal expenses will be reimbursed in suitable cases.
Application forms obtainable from, and returnable to the Head Teacher at the above address as soon as possible.

DEVON
TORQUAY WESTLANDS SCHOOL
Warren Road, Torquay
TEACHER, Scale 1, required September for CAREERS and COMMERCIAL SUBJECTS with ability to teach one or more of SHORTHAND, ENGLISH, etc., with a commercial flair.
Application forms returned addressed envelope, Bodmin Area from the Headmaster, Bodmin by June 18.

ESSEX
COUNTY COUNCIL
General grants for removal, lodging and subsistence expenses payable in approved cases. Details of the availability of housing and of local education can be obtained at the time of application.
HILLMARAY COMPREHENSIVE SCHOOL, 11 to 16, Bicester
(Roll September, 1976: Main School 1,450 with growth expected)
Scale Post Required
Salary Scale Burnham-Secondary
Telephone: 0869-241 3571

TEACHER for CONSTRUCTIVE TYPING made of pressure. Opportunity to teach other subjects if desired. Scale 2 level for suitably qualified and experienced applicant but applications also invited from teachers seeking first appointment.

Removal expenses up to £150 payable in approved cases and a lodging allowance for married teachers unable to find immediate accommodation.

Apply by letter in first instance to Headteacher giving curriculum vitae and names of two referees.

Scale 1 Posts

CROYDON
Croydon Borough of
TEACHING POST
Invite applications from suitably qualified and experienced TEACHERS for
CAMBRIDGE HIGH SCHOOL FOR GIRLS
Clifton Road, London, S.E.25
(Tel. 771 4321)
Head, Miss M. L. Bennett, B.A.
Vacancies to September, TEACHER required for September, TEACHER of ECONOMICS and GEOGRAPHY. The ability to teach one or more of Shorthand, Economics or Accounts would be an advantage but not essential.

Scale post available for a suitably qualified and experienced candidate

Salary, Burnham Scale with London Area Allowance.

Reasonable removal expenses will be reimbursed in suitable cases.

Applications on forms obtainable from, and returnable to the Head Teacher at the above address as soon as possible.

DEVON
TORQUAY WESTLANDS SCHOOL
Warren Road, Torquay
TEACHER, Scale 1, required September for CAREERS and COMMERCIAL SUBJECTS with ability to teach one or more of SHORTHAND, ENGLISH, etc., with a commercial flair.
Application forms returned addressed envelope, Bodmin Area from the Headmaster, Bodmin by June 18.

ESSEX
COUNTY COUNCIL
General grants for removal, lodging and subsistence expenses payable in approved cases. Details of the availability of housing and of local education can be obtained at the time of application.
HILLMARAY COMPREHENSIVE SCHOOL, 11 to 16, Bicester
(Roll September, 1976: Main School 1,450 with growth expected)
Scale Post Required
Salary Scale Burnham-Secondary
Telephone: 0869-241 3571

SHORTHAND AND TYPING
Required for C.S.E., R.S.A. and other courses, full-time and part-time. Well-equipped room. Lunch and tea provided. £141 per annum payable.

CHALVEDON COMPREHENSIVE
Tel. 01-590 [illegible]
Rod [illegible]
WILMOTT AVENUE, Dilpea
Buckinghamshire
Telephone: Burnham 5555

BUSINESS STUDIES WITH TYPING

Required in September, 1976, work in the fourth and fifth forms.

Application forms and further particulars may be obtained from the Headmaster, Mr. Harrow.

School constituted, several where otherwise stated, relevant and qualification forms should be returned.

Required for September 1976 full-time TEACHER Scale 1, for BUSINESS STUDIES.
The successful applicant would be expected to offer an office skills or shorthand, typing and audio typing.

Please apply by letter to the Headteacher for the return of application forms particulars, the names of two referees, enclosing a stamped addressed envelope.

London Allowance Payable

HUMBERSIDE
EDUCATION COMMITTEE
CHOSLEY DIVISION
CHOSLEY COMPREHENSIVE SCHOOL
Bolton
Cambridge Road, Grimsby
(Headmaster, Mr. R. Warren
(Number on roll 850)
Required for September, 1976:
TEACHER of COMMERCIAL SUBJECTS to take responsibility for a developing department in this newly reorganised comprehensive school. Duties will include commerce from includes R.S.A. I, II, III, Typewriting, Shorthand, Office practice and Accounts.
Good opportunity for a newly qualified teacher to gain experience.
Letters of application, to include full curriculum vitae and the names of two referees, should be addressed to the Head Teacher at the above address.

Good opportunity for a newly qualified teacher to gain experience.
Letters of application, to include full curriculum vitae and the names of two referees, should be addressed to the Head Teacher at the above address.

HUMBERSIDE
COUNTY COUNCIL
KINGSTON UPON HULL DIVISION
HENRY COOPER HIGH SCHOOL
Hornsea Road
Kingston upon Hull
(Head, Mr. [illegible] M.A.
Applications are invited for appointment to the following posts in the Commercial Subjects Department:
(1) TEACHER of COMMERCIAL SUBJECTS with at least two of the following: typing, Shorthand, Business Studies and Office Practice. Most pupils study for R.S.A. and/or C.S.E. examinations.
The school was opened in 1967 in purpose-built accommodation which includes specialist rooms for typewriting.
This is a mixed Comprehensive School for approximately 1,200 pupils aged 11 to 18 years.
Application forms and further information may be obtained from the Head of the School in whose completed forms should be returned by 18th June.

RILLINGDON
London Borough of
NORTHWOOD SCHOOL
Potter Street, Northwood,
Middlesex HA6 1NL
(Number on roll 965—50 in Sixth Form)
Required for September 1976 full-time TEACHER Scale 1, for BUSINESS STUDIES
The successful applicant would be expected to offer an office skills or shorthand, typing and audio typing.

Please apply by letter to the Headteacher for the return of application forms particulars, the names of two referees, enclosing a stamped addressed envelope.

London Allowance Payable

HUMBERSIDE
EDUCATION COMMITTEE
CHOSLEY DIVISION
CHOSLEY COMPREHENSIVE SCHOOL
Bolton
Cambridge Road, Grimsby
(Headmaster, Mr. R. Warren
(Number on roll 850)
Required for September, 1976:
TEACHER of COMMERCIAL SUBJECTS to take responsibility for a developing department in this newly reorganised comprehensive school. Duties will include commerce from includes R.S.A. I, II, III, Typewriting, Shorthand, Office practice and Accounts.

Good opportunity for a newly qualified teacher to gain experience.
Letters of application, to include full curriculum vitae and the names of two referees, should be addressed to the Head Teacher at the above address.

HUMBERSIDE
COUNTY COUNCIL
KINGSTON UPON HULL DIVISION
HENRY COOPER HIGH SCHOOL
Hornsea Road
Kingston upon Hull
(Head, Mr. [illegible] M.A.
Applications are invited for appointment to the following posts in the Commercial Subjects Department:
(1) TEACHER of COMMERCIAL SUBJECTS with at least two of the following: typing, Shorthand, Business Studies and Office Practice. Most pupils study for R.S.A. and/or C.S.E. examinations.
The school was opened in 1967 in purpose-built accommodation which includes specialist rooms for typewriting.
This is a mixed Comprehensive School for approximately 1,200 pupils aged 11 to 18 years.
Application forms and further information may be obtained from the Head of the School in whose completed forms should be returned by 18th June.

Other Posts on Scale 2 and above

YORK
QUEEN MARGARET'S SCHOOL
Escrick Park
(Voluntary Corporation)
Required September or January, Resident MISTRESS to take charge of a group of about 35 girls aged 13 to 16 and to help run the Common Room.
Advice given to young subjects, selected from Geography, Biology, Examination Commitment member of staff.
Apply with details of training and experience and with names of two referees to the Headmistress.

Classics

Scale 1 Posts

EALING
London Borough of
EDUCATION SERVICE
CLEAR WILKINSON HIGH SCHOOL
Queens Drive, London W3 0HD
Required for September, 1976:
CLASSICAL SPECIALIST—an enthusiastic and responsible TEACHER is sought possibly on a first appointment, for the teaching of Latin throughout the School to first level and University entry with some Greek in the Sixth Form. The School has a strong classical tradition with well developed Classical Society activities.
Scale post available for suitable candidate.
London Weighting £551.
Application forms, obtainable from the Headmistress, should be returned as soon as possible.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified teachers for the following posts:
HATCH END HIGH SCHOOL
Headmistress: Miss M. Harrow.
(Girls : 1,400 approx.)
Required September 1976, for this Educational Comprehensive School (900 pupils) :
(1) TEACHER of CLASSICAL STUDIES. An ability to teach some Latin is desirable.
Limited accommodation may be available in suitable cases. Financial assistance towards removal expenses (beyond London Allowance of £627 per annum) may be paid.
Application forms from and to be returned to the Headmistress, Hatch End High School, Harrow, Middx. HA5 4PP.
Please enclose stamped addressed envelope.

LONDON, W.14
CARDINAL VAUGHAN SCHOOL
Required for September, 1976:
A TEACHER of CLASSICS, preferably Roman Catholic preferred. Interest in games would be an advantage.
Apply in writing to Headmaster, Cardinal Vaughan School, 80 Addison Road, W.14, giving names of two referees.

Commercial Subjects

Heads of Department

BARNET
London Borough of
HENDON SCHOOL
Holders Hill, London NW4 2HP
(Co-educational: roll, 1,125: sixth form 185)
Required September, 1976, experienced HEAD of COMMERCIAL SUBJECTS to be HEAD OF DEPARTMENT. Scale 3.
Ability to teach up to C.S.E. level Accounts, typing and shorthand. Assistance may be given with the payment of separation allowance.
Letters giving full curriculum vitae and the names of two referees should be addressed to the Director of Education, Education Offices, North End Road, London NW11 7RP, by whom further particulars may be obtained.

Other Posts on Scale 2 and above

BARNET
London Borough of
HENDON SCHOOL
Holders Hill, London NW4 2HP
(Co-educational: roll, 1,125: sixth form 185)
Required September, 1976, experienced HEAD of COMMERCIAL SUBJECTS to be HEAD OF DEPARTMENT. Scale 3.
Ability to teach up to C.S.E. level Accounts, typing and shorthand. Assistance may be given with the payment of separation allowance.
Letters giving full curriculum vitae and the names of two referees should be addressed to the Director of Education, Education Offices, North End Road, London NW11 7RP, by whom further particulars may be obtained.

Domestic Subjects

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE MALING DIVISION
AYLESFORD SCHOOL
Teapot Lane, Aylesford
Near Maidstone
(1600-plus mixed)
The school is pleasantly situated in the residential area between Maidstone and is accessible to High School in the Tonbridge scheme.
For September, HEAD of HOME ECONOMICS DEPARTMENT with responsibility for Science, Needlework and Child Care.
Limited details available upon request.
Applications by letter with curriculum vitae and names of two referees to the Headmaster.

MAIDSTONE DIVISION
SOUTH BOROUGH PRIMARY SCHOOL
Loose Road, Maidstone
(Mixed Infants)
Required September 1976 the re-placement of Mrs. Hall, TEACHER in charge of Needlework to be responsible for the organisation of the whole of the needlework throughout the School within the general framework of the Home Economics policy. Scale 2. Applications, giving details of qualifications and experience, should be sent to the Headmistress, Miss Wilkinson, as soon as possible.

BARNET
London Borough of
HENDON SCHOOL
Holders Hill, London NW4 2HP
(Co-educational: roll, 1,125: sixth form 185)
Required September, 1976, experienced HEAD of COMMERCIAL SUBJECTS to be HEAD OF DEPARTMENT. Scale 3.
Ability to teach up to C.S.E. level Accounts, typing and shorthand. Assistance may be given with the payment of separation allowance.
Letters giving full curriculum vitae and the names of two referees should be addressed to the Director of Education, Education Offices, North End Road, London NW11 7RP, by whom further particulars may be obtained.

Other Posts on Scale 2 and above

BERKSHIRE
ALTWOOD C.E. COMPREHENSIVE
Altwood Road, Maidenhead
SL6 4PU
(Mixed, Group 11)
Required in September, TEACHER for HOME ECONOMICS DEPARTMENT to teach the subject through out the school.
Scale 2 or possibly Scale 3.
London weighting £141 per annum.
Assistance with removal expenses in approved cases in accordance with current Authority scheme.
Further details and application forms from the Headmaster.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION

LAUSANNE COUNTY SECONDARY SCHOOL
Margate
ASSISTANT TEACHER required from September, 1976, to teach commercial subjects to 'O' and 'A' level. Scale 2.
Applications with names of two referees to Headmistress.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
NORTHAMPTON TRINITY SCHOOL
Trinity Avenue, Northampton
Required, September 1976, to assist with COMMERCIAL SUBJECTS in this well-established 11-18 educational school in modern buildings on a pleasant campus site in the town. The school is developing Upper School and caters for a range of which 180 are in the Sixth Form.
The Commerce Department is at present staffed by three full-time teachers and a part-time teacher. Pupils in the School are prepared for C.S.E., O and A level examinations in the fourth and fifth years of the Sixth Form. Subjects include shorthand, typewriting, office practice and economics. Newly qualified teachers are welcome to apply, but those with some experience will receive considerable support and assistance with games or any other activities.
Full details will be sent to all applicants, who are also welcome to call directly by letter or telephone to arrange an informal visit. Applicants will be asked to forward the names of two referees to the Headmaster.

TAMESIDE
METROPOLITAN BOROUGH
ST. DAMIAN'S R.C. SECONDARY SCHOOL
Lees Road, Ashton under Lyne
(1,000 mixed)
Required from 27th September, 1976, TEACHER of COMMERCIAL SUBJECTS.
Scale Available if suitably qualified and experienced teacher.
Apply as soon as possible to the Headmaster for, R.S.V.P. YES.

WILTSHIRE
DEWEY VALE SCHOOL
Pewsham, Chippenham SN15 3RW
(Comprehensive 11 to 16 Mixed)
Required for September, 1976, TEACHER of COMMERCIAL SUBJECTS to present. Typing and Shorthand are taught as options from entry in Year 1 and 2 but it is intended to develop work of the vocational type. Candidates should state what subject(s) they can offer and part-time appointment would be considered.
The School received its first pupils in September 1975 and is from a mainly catchment area in 1976 it is expected to have an established excellent facilities on entry. Letters of application, giving full details of qualifications and experience, should be addressed to the Headmaster, and should reach the Headmaster as soon as possible.

WIRRAL

Metropolitan Borough of
WIRRAL COUNTY GRAMMAR SCHOOL FOR GIRLS
Heath Road, Bebington, Wirral
L63 7AH

Both for September, 1976:
Qualified TEACHER for MATHEMATICS.
WRITING, COMMERCE or ACCOUNTS. The vacancy is being offered at this school in the first place but the post is for full-time or part-time.
Apply by letter with curriculum vitae to the Headmistress of the school.

WEARIDEHEAD SCHOOL
COMPREHENSIVE SCHOOL
Mount Pleasant Road, Claughton
Birkenhead, L41 5JX
(820 girls, 14 to 18 years, mixed form entry)

TEACHER for COMMERCIAL SUBJECTS Scale II.
Ability to help with one other subject an advantage.
Application by letter to the Headmistress of the school, giving qualifications and experience with names of two referees.

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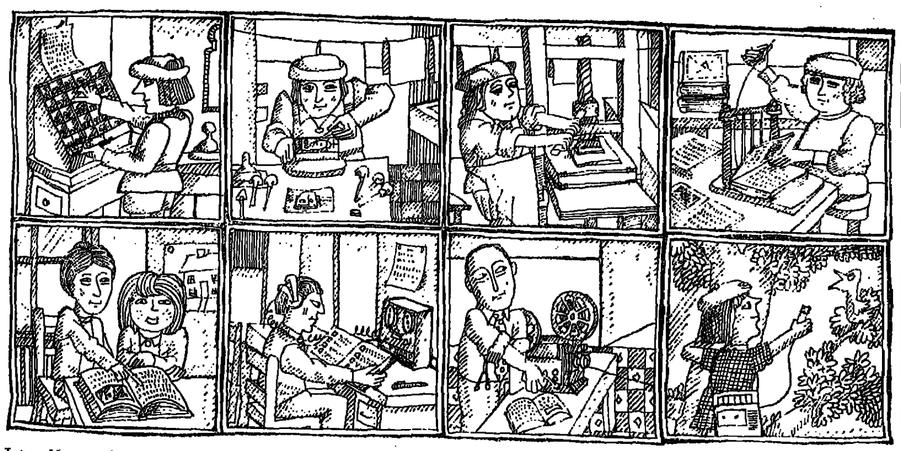
EXTRA

Inter Navex at Caxton '76



Inter Navex this year is part of the mammoth Caxton Quincentenary exhibition, Caxton '76, which aims to present a survey of the communications world. The exhibition will be held at the Grand Hall, Olympia from June 8-12. The exhibitions are restricted to trade representatives from June 8-10, but open to the public also on June 11 and 12. The opening hours on these two days will be 10 am to 6 pm on the Friday and 10 am to 5 pm on the Saturday.

Other exhibitions within Caxton '76 will be Infofair, information, dissemination and retrieval ; Interlith, printers' equipment and materials and some books ; Services and Supplies for Printers, which also includes some books ; Paper ; and Educational Materials, arts and crafts materials, packs and display boards, blackboards, wallcharts and filmstrips. The whole of the Grand Hall gallery this year will be taken up by the Inter Navex " gallery " exhibition which gives schools, higher education institutions, educational advisory bodies, museums etc a chance to show what they are doing with educational technology and the services they can offer to education. Accompanying the exhibitions will be a number of conferences including the Inter Navex conference, which this year takes as its theme " Beyond Literacy— The Challenge of New Communications in Education ". Other conferences include a Careers in Media conference and a conference on developments in offset litho entitled " Caxton '76—Onwards ".

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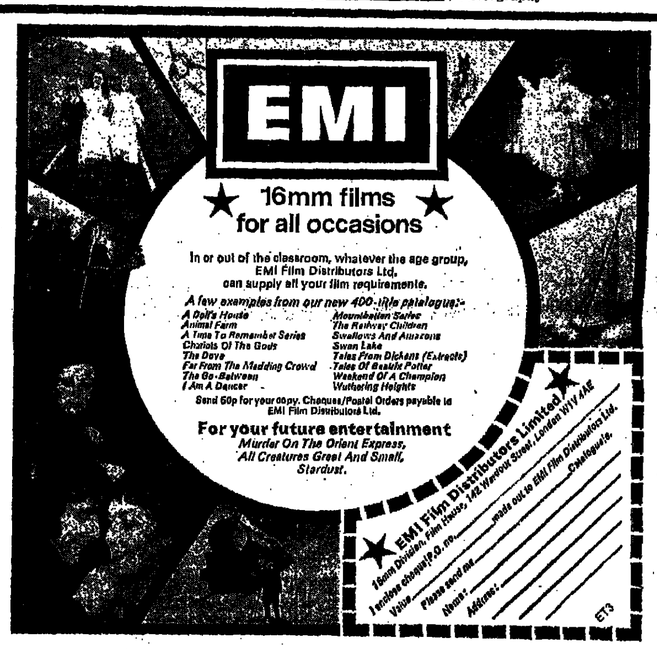

Announcing ....

bienvenue

S Moore, A L Antrobus and G F Pugh

The new introductory Stage of Longman Audio-Visual French

Publication from August 1976

A simple and active introduction to French, primarily designed for mixed ability classes in middle and secondary schools, but also suitable for top junior classes. The course consists of a range of varied materials (Pupil's Book, Workbook, Workcards, Flashcards, Posters, Tapes) which the teacher can use in different combinations according to the needs of his pupils. There is sufficient material for up to one year's work.

For inspection material on publication, please write to Mrs G Statham (Ref C/15), Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

Longman

The expanding box

Peter Whitaker on new developments in communications using the television

Developments in electronic technology applied to communications and data processing is a most important and exciting growth area. They have enabled sophisticated processes to be carried out by compact electronic circuits which can be mass produced at a price undreamed of a few decades ago. The most obvious examples are pocket calculators and electronic watches. The same technology which produced the micro miniaturization of the circuits in these devices has had an impact on computers and equipment for data processing.

One of the most commonplace pieces of complex electronic equipment is the television receiver. Until recently developments in television receivers, apart from colour, have been unspectacular. However a new development has been the use of systems to exploit the receiver as a data display terminal. Here the television receiver does not display conventional pictures but pages of text, numerical data, or even simple graphics. The additional electronic circuits needed for the receiver to function this way are extremely complex, and recent developments in electronic circuit technology have enabled the circuits to be produced in an acceptable size and at a reasonable cost.

The first systems to use the television receiver as a data display terminal were the broadcast Teletext systems of the BBC and IBA (the CEEFAX and ORACLE systems respectively. These use the spare time in some of the lines in the television display which are not used to show picture information. Specially coded digital signals are transmitted during these lines. The additional electronic circuits in the special television receivers convert the signals into alphabetical or numerical characters for display.

Eventually eight "magazines" would be transmitted, each with 100 pages. Each page has a title line, followed by up to 23 lines of text, each of 40 characters. The characters can be upper or lower case letters, numerals or other symbols as used in normal type. Facilities include the ability to "flash" characters, a choice of seven colours, boxing of words and a simple form of graphics.

As four rows of characters are transmitted with each television picture frame (in 1/25 second) a page of text is transmitted in just under 0.25 second. The pages of a magazine are transmitted sequentially and takes about 24 seconds to cycle a whole magazine.

The text can be displayed alone as a sub-title to a picture, or superimposed over the whole picture. Pages are normally selected by their reference number (by a dial on the receiver) but certain pages are transmitted at set times only. These can be accepted automatically by time control and stored for later viewing.

Some of the proposed uses for this data transmission system are to display information on news, sport, television and radio programmes, weather, holidays and travel, leisure activities, cinema and theatre programmes, rail and bus timetables, record and book lists, public advice, police information and tourist guides.

In this role the television receiver is being used as a passive display terminal, the information bank is limited (800 pages) and determined by the broadcasting organizations. Its main advantage is its ability to display up-to-date information on topics which are changing rapidly.

The Post Office Viewdata system offers many more facilities and seems to have considerable educational potential. In that it uses the domestic television receiver as a data terminal it is similar to Teletext (the display parameters and electronic circuits in the receiver are the same) but its strength is that it uses the existing public telephone system to connect the television receiver to a nationwide network of computer data banks.

The basic terminal consists of the television receiver (incorporating the data processing circuits, as needed for Teletext), circuits to to connect the receiver to the telephone line, the telephone itself and a keypad with 12 keys (0 to 9, * and #). More advanced keypads will also carry a full set of alphabet keys as on a typewriter keyboard.

Because the data travelling between the computer and the receiver has exclusive use of the line is transmitted continuously. However, the low signal transmission rate over the telephone lines means that a complete page takes about nine seconds to transmit. But as the system is not cyclic like Teletext this time of nine seconds (plus about three seconds "human decision time") is the time to access and display one page.

Local computer data banks could hold 250,000 to 500,000 pages of information. Any of these pages can be accessed in less than 12 seconds. The local computers would be linked to regional computers, which in turn would be linked to national computers. General data would be held locally and more specialized data at regional or national level.

One obvious difficulty with such a large data bank is indexing. Information is stored in a self-indexing "tree" structure where selection is made at each level of the tree until the required depth is reached. Any page can be accessed directly if the page reference number is known.

Some interesting additional facilities are possible. One is to record the data signals on an audiotape recorder. A 60-minute audio cassette could hold over 300 pages of data for re-display at any time. Alternatively a hard copy printer could be added to make a permanent record of pages.

As well as general information from professional information suppliers as with Teletext, Viewdata can also handle stored information to be passed from one user to another. As the telephone circuit link is two-way the system is fully interactive. That is, a user can put data into the data bank or respond to information in it.

The applications are almost endless when one considers the immense storage capacity available and the ability to use the store in a fully interactive two-way mode. An advanced calculator service or even simple computing services could be made available.

An educational use for the system could be in the Open University, the Open College (or even the Open School ?). Distant learners could be presented with information or work assignments through the television display. Their requests for information or responses to assignments would be sent to the computer data bank through the keypad. For work assignments the responses could be marked and, if required, the results displayed to the students. There seems no reason why computer controlled programmed learning systems should not be built around the Viewdata system.

Another educational use is in the area of professional re-training or updating; the concept of continuous or permanent education. The home is often the most convenient place in which to make such educational material available.

The philosophy of the Post Office on Viewdata is that they are providing a system for others to use; they are not concerned with information or software. It is hoped that time used on the local data banks will be charged at local telephone call rate. In some special cases people requesting information would not be charged, the costs being borne by the organization using the information. An obvious example is advertising. It might be possible for the educational service to operate in the same way.

One obvious question: when will Viewdata be available? There is already a trial of the system in progress. A public trial starts in late 1977 and subject to satisfactory results the public service will begin in 1978. By that time the new generation of television receivers with incorporated data circuits will be available at prices not too much above the cost of normal colour receivers. At present only one manufacturer (Rank) is marketing a receiver with data circuits and it costs just over £1,000.

Dr P. D. Whitaker is director of the Television and Film Unit at Birmingham University.

Two photographs displayed at an exhibition of work by the Blackfriars Settlement youth photography project. Report of a recent seminar on photography: page 46.

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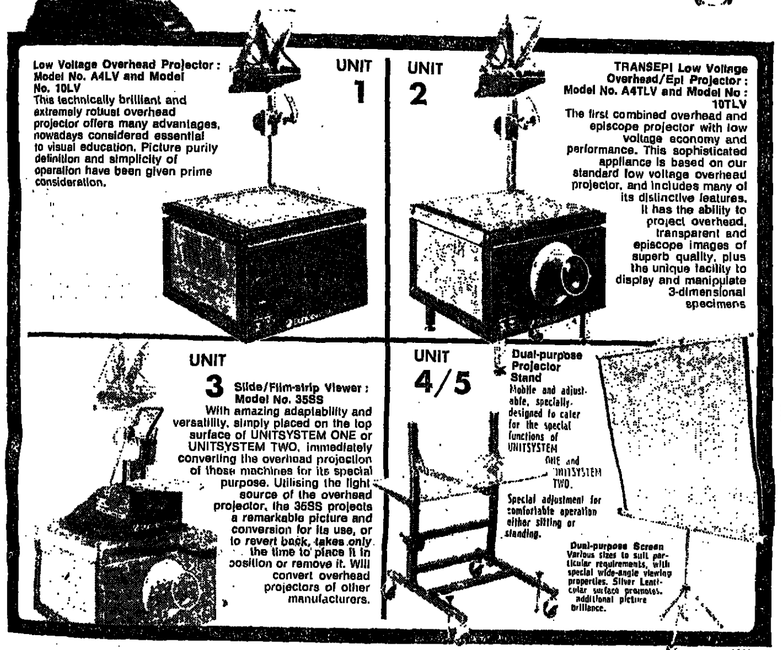

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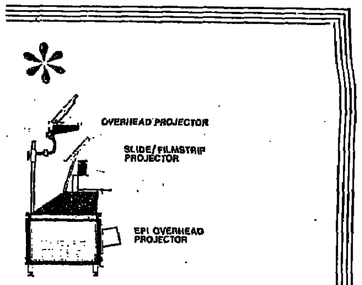

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Thinking provincial

Brian Hill on educational broadcasting in Alberta, Canada

The reputations of BBC and ITV as producers of first-class educative television are firmly established abroad. There are many readily acknowledged successes, in individual programme level and in terms of large-scale innovations.

The Open University, for instance, is increasingly seen as a model for similar experiments throughout the world, and series such as the BBC's adult literacy, *On the Move*, are creating considerable excitement, particularly in North America.

The purpose of this article, however, is not to catalogue our ETV achievements, but to describe experiences in a new development of educational broadcasting in Canada and to reflect on some of the implications for Britain.

The Canadians have learnt from harsh experience that the problems of running effective educational broadcasting at national and city level make the expenditure largely unjustified. The obvious advantages of radio and television as a teaching aid are not in dispute, but the formula for making broadcasts an integral and valuable resource for the learner have proved elusive. On a national scale you can lose involvement and contact; on a town scale you have the problems of finance and quality of production.

During the past three years the search for an improved system has led to the setting up of provincial educational broadcasting networks and initial claims made for their success are impressive. Success does not stem merely from the geographical fact of siting, but, more important, from the range of activities and from the attitudes—generated as a result of the siting decision—of producers and consumers.

One such network is ACCESS, the Alberta Educational Communications Corporation, which has two centres of operation, in Calgary and Edmonton, but is largely run from Edmonton, the provincial capital. Established just over two years ago, ACCESS is run not unlike a mini-BBC. In its programme planning and priorities it has to be guided by an advisory committee appointed by the provincial government, though it is, in theory at least, independent of it.

Finance comes from the provincial government and is now running at about £2m a year for a population of two million people. The service covers both the provision of educational series to the 1,350 schools in Alberta and enrichment or instructional series for general audiences of adults. Although not strictly comparable, this scale of financing is more generous than that allowed here—a rough calculation suggests that only about 20p a head of population a year is devoted to educational broadcasting, as opposed to £1 a head in Alberta.

Programme schedules for this year cover a broad spectrum. There are, for instance, instruction programmes for parents on children's learning problems; strictly educational, historical, economic and "cultural" programmes; vocational training courses; and special interest programmes for old age pensioners.

There has not been much time to amass comparative listening/viewing figures, but such information as is available suggests quite high percentages of target audience. One of the enrichment series for adults called *Come Alive* had been viewed by a very respectable 18 per cent of the Alberian population.

One of the most impressive features of ACCESS is the clear commitment to developing close links with schools, colleges and community and to provide what is actually needed. A particularly important aspect of this is the videotape dubbing service which makes 2,000 copies a month free of charge and which virtually overcomes timetabling problems.

Any teacher may request a television programme, either one being broadcast or from the library. The dubbing centre can deal with several different kinds of tasks simultaneously ranging from making 15 copies of one master to having nine masters recording on to 13 dubbing machines.

The useful nature of this provincial dubbing service is shown by the fact that requests for copies have doubled in one year. Allied to the dubbing is a preview service which allows teachers to hold a copy of any future programme for one week.

Since ACCESS educational services are not playing second fiddle to light entertainment and crime dramas, morale is high and there is considerable evidence of audience involvement. At its most casual level teachers are encouraged to "drop in" to pick up information or cassettes.

More formally 400 teachers in Alberta are enlisted as monitors and, from these, some 50 per cent return assessment cards, a rate in advance of returns here. Interest and enthusiasm is generated by involving local universities in a type of open college with several "extension" courses; part correspondence, part tutor and part media based.

A special services unit is offered by ACCESS, in addition to cooperation with provincial institutions. Anybody in education can use production facilities, paying only those costs specific to the production, not capital costs or wages. In fact, last year this service accounted for 20 per cent of ACCESS production and was considered to be a very valuable way of evangelizing and gaining confidence, in addition to producing specialist programmes.

"Ascent of Man" and "Helen: A Woman of Today": illegal for hire but available for the cost of a videocassette in North America.

Another key to ACCESS's success is that it does not consider itself just a provider of broadcasts, but rather of teaching resources; a situation not unlike the new ILEA media resources policy. In practice this means the provision of back-up materials which attempt to bridge the gap between producers and consumers.

Two examples from the current catalogue illustrate this and, incidentally, make the point that, while in Britain we are still struggling with archaic copyright laws, our own educative programmes, forbidden by law to us, are available at knock-down prices to North American teachers.

Helen: A Woman of Today (London Weekend) is available on 13 60-minute videocassettes for about £120, including specially written teacher's manual, i.e. at something less than the cost of the empty videocassettes here. To accompany each programme are additional videocassettes to 13 30-minute studio discussions between experts on matters arising from the original plays (the effect of a marriage break up on children; abortion within and outside marriage, etc.) at the same price a cassette, or, if preferred, 13 30-minute audio cassettes of these discussions for about 40p a cassette. Bronowski's *Ascent of Man* on 13 60-minute cassettes, including the BBC book and an ACCESS study manual is also available for £130.

The flexibility and freshness of approach are noticeable. There are no formally designated categories of educative and educational. ACCESS buys as much as it produces itself, acting as the middleman for successful series on other networks as well as making its own. Local organizations, such as newspapers, are brought into the act and persuaded to run a series of articles closely linked to television programmes.

Care is taken to divert publicity at the specific audience for each series. A comment on the problems of making British listeners aware of short intensive language courses for holidaymakers drew the reply: "Why not get the travel firms to cooperate and put information about the programmes in their holiday brochures?" Why not?

Regular checks on the impact of programmes are made in different ways. General information is provided by ringing 1,500 telephone subscribers in a random sample. Specific immediate information is got by paying a number of volunteers about £2 to fill in a three-page questionnaire on each programme or by inviting a group of "monitors" to the studios and paying them £5.

There are, of course, some real problems still to be solved in ACCESS. There is little evidence of long-term subject-based course arrangements. Even educational touching links between radio and television seem to have been explored.

The whole operation is scattered in different buildings and the charges of overruling "procrastination" appear justified. Recently, ACCESS is demonstrating a new approach to the provision of broadcast resources from which we have something to learn.

Direct comparisons are difficult to make but the overall deployment of our resources at present is wasteful. The overlapping functions of individual ITV companies and the BBC do not produce a more efficient educational broadcasting that a system which is unified in practice as well as in theory.

If we could assume a more coordinated approach following Annan, a feature should be the establishment, possibly by local authorities reorganising existing resources, of county units. These might have a limited production capacity but would primarily be charged with the responsibility of getting maximum use from nationally produced broadcasts, with all the dubbing, local contacts, inservice training and audience research implications that implies. Teachers should feel in close touch with a county centre and one which really can meet their needs.

Given the build-up of county centres it should be possible to involve local colleges and universities in providing linked courses (intensive and extensive) to extend the trend already started by the BBC Further Education department. More emphasis could be placed on defining specialist audiences and on getting publicity to them.

More attention should also be devoted to research which builds up efficient and immediate links with the consumers, while the old chestnut of copyright and the use of "educative" programmes for the benefit of the community should be cracked.

After sampling many educational systems, I remain convinced that educational broadcasting in Britain is still potentially in a class of its own. There is, however, increasing evidence that other countries are concentrating more effort on the learner. We need to achieve a broader perspective to our thinking, to attack this problem with the combined resources of the DES, L.e.a.s, the broadcasting companies, teachers and advisers and to create an imaginative, workable and coordinated policy towards the educational potential of radio and television.

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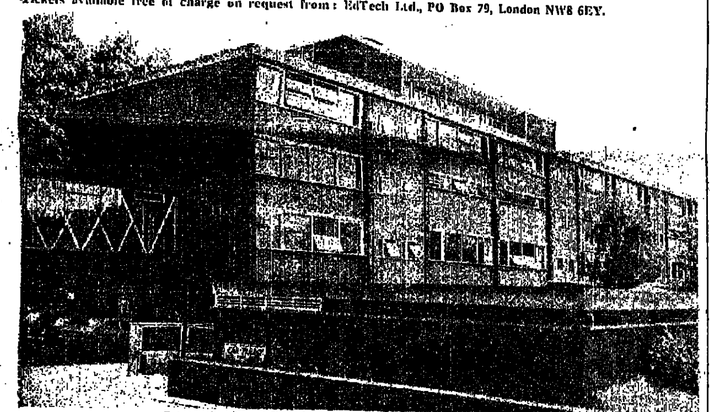

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An EdTech 76 issue will be supplied with the August 13 issue of The Times Educational Supplement.

Spur to improvement or cue for a decline?

A. H. Crocker argues that the standards of performance of compact cassette recorders are declining

The financial climate affects everything, and although it can sometimes remove the frivolous and lead to constructive revaluations, it can also cause reduction in standards. Since the compact cassette, with its narrow tape and very low tape speed, was introduced, taped sound quality has steadily improved. More recently, however, standards of performance have been lowered.

Competition over small, portable cassette recorders has caused the more reputable manufacturers to lose out to makers of less good and cheaper products. The cheaper products can often appear better because of some extra facility, usually of minimal importance, or because of a more "gilded" styling; but they are often inferior in performance.

For educational uses, minimum facility and performance requirements have been worked out by the Council for Educational Technology in the form of a user specification (USPEC 4). Of the cassette recorders which have complied with it, many are obsolete, and their replacements fall short of the mark. Areas where recorders are failing include frequency response, the range from low to high notes which they can satisfactorily record and reproduce, and in sound volume given by the loudspeaker. Higher background noise levels relative to the desired sound are also more evident as are less stable tape speeds.

Built-in microphones are becoming more common, which is often cheaper than providing an external microphone with lead and plug. But stringent measures are not being taken to ensure that the internal microphone does not pick up mechanical noises from the recorder.

In schools, cassette recorders are mainly used for recording in project work, playback of learning programmes, and recording and playback of language skills. Good sound quality is probably not of such great importance for the first, but for the second and third it is of prime importance.

It is for these critical requirements that the performance data in USPEC 4 were specified. Even so, it should be noted that some language teachers maintain that a better frequency response than that given in USPEC 4 is required for some foreign languages. Good sound quality is essential for a student to extract the information from a message or programme. If the quality is muddled or blurred, a less-motivated student may lose concentration, and even a well-motivated student is likely to become irritated.

When selecting a cassette recorder, do not be deceived by features such as automatic recording level, integral microphone, cue and review, auto-stop, automatic head cleaning indicators, etc. Some of these features are useful but should not be over-valued. For instance, it is cheaper for a manufacturer to provide automatic recording level only than to provide manual control only. An internal microphone can cost less than an external microphone. Cue and review and auto-stop are far from unique.

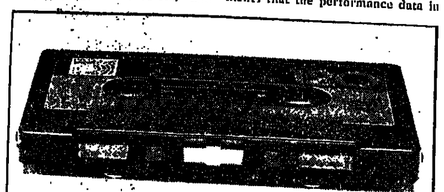
Look carefully at the price, and consider where the product has come from, and then think of the price of the cardboard box, of transport and of the hands through which it has passed, all of which need payment for their services. After all this, on a recorder costing £17-£25 there is not much left for the factory to use in manufacture. Also consider that 10 or 12 years ago we were paying £30-£50 for inexpensive tape-recorders.

A worthwhile cassette recorder will cost £50 or more and it is unlikely to be suitable for playing recordings to more than about 12 to 15 students at a time. For class use one must expect to pay more than £100.

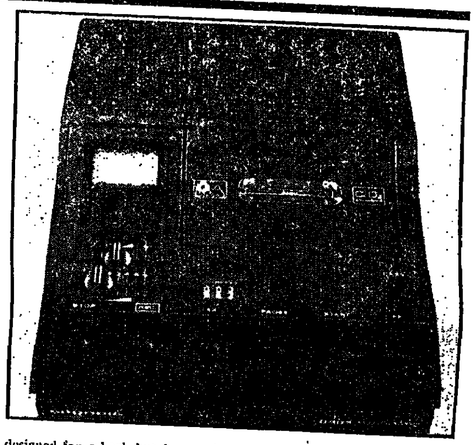
Most cassette recorders are not designed for school, but for use in the home. Often the purchaser of an inexpensive portable recorder wants it only as a sophisticated toy for the children.

The design and manufacture of school cassette recorders is relatively new. Many companies make schools sound equipment and show an interest in cassette recorders, but the deck mechanism which handles the cassette and drives the tape has been the overriding problem. There are few reliable sources of competitively-priced deck mechanisms.

The first company to introduce a schools cassette recorder was Tandberg, of Norway. The mark one had some undesirable features, but the mark two was superb although quite expensive. Regrettably, it is no longer available. Two British companies—Goodsell and Coomber—now make cassette recorders using Japanese decks.



Below: a compact cassette. Above: the Grundig C403, one of the few recorders suitable for school use.



The former seems to be promising, but I have not yet seen the latter, except as an early prototype. Both these recorders are designed for classroom use, and should provide sufficient sound volume for a full class.

Another possibility of improving sound volume is to use a separate amplifier to boost the output of a small portable recorder. Care should be taken to ensure that the cassette recorder is of a good standard. Amplifiers with integral loudspeakers which are capable of filling a classroom with sound are made by Coomber, Clarke and Smith and Goodsell.

Finally, a word of advice before selecting a recorder. Make a test recording and listen to its replay critically. Use speech and, if possible, have a colleague or friend on hand to judge the comparison between the original and the recording.

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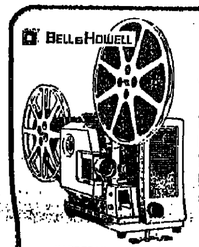

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Through the eye of a camera

Terry Norris on film and photographic studies at Little Ilford School, Newham

Although examinations have been under fire as a form of assessment for some time, they remain one of the most common ways for new subjects to establish themselves in the school curriculum.

Since the new subject has to be allocated both capital and space on the timetable, perhaps at the expense of more traditional subject areas, it is reasonable that those affected by its inclusion—mainly the pupils, parents, and other teachers—should receive some explanation of what happens within the courses offered and what the benefits might be. What follows is a description of some of the work undertaken by the film and photographic studies department at Little Ilford School.

The Schools Council has proposed for 1981 the establishment of a single all-embracing examination at the age of 16-plus, but meanwhile there are two forms of examination available to the secondary school pupil of this age—the Certificate of Secondary Education (CSE) and the General Certificate of Education, Ordinary and Advanced level (O and A level GCE).

We run courses in photography leading to both examinations (also, incidentally, in film studies as well), the difference being that, the GCE course is more academically orientated.

The benefit of the CSE examination is that it is Mode 3—that is, the course is set and examined by the teachers who run it. Teachers can, therefore, structure the course and examination to suit the requirements of the students, the teachers themselves and the educational and social environment in which the students and teachers work.

The danger with this type of Mode 3 course and assessment is that it can lead to a lowering of standards, and is an attempt to avoid this an independent moderator is appointed to oversee assessment. There are other conditions operating within the photographic education movement which ensure that standards are maintained—conditions which are perhaps absent in more traditional subject areas:—

● We at Little Ilford are fighting against the present status of photography as an easy option for the less able students, and we are trying to gain more respect for the subject's intellectual status.

● We also accept that the concepts which have to apply in the work are of greater intellectual sophistication than those required to teach most other arts subjects. This is due mainly to the semiological foundations of the structure of our work.

● Because of the newness of the subject area the photography teacher is constantly forced to re-appraise and redefine the subject area, leading in the light of new knowledge.

● The photography teacher can get aid and encouragement from the new, but nevertheless major agency for the promotion of photography in schools—the education group of the Royal Photographic Society. (Details from: 14 South Audley Street, London, W.1.) This group will probably best prosper in the future if they undertake to look critically at present teaching methods and search for new ways of presenting the subject.

Image education

The impetus for introducing a course in Image education (which every pupil in the school follows as a compulsory subject in the curriculum) came from disappointment with the standard of visual literacy exhibited by students in the upper school who were following courses in film study and photography.

Part of the problem with studying photography lies in the fact that, unlike virtually all other subjects offered by the curriculum, it is in an embryonic stage of development. Thus, while many other courses would cover five years, we were asking students to squeeze an equivalent amount of work, of a frequently higher standard, into a shorter time.

Our aim was, therefore, the provision of a foundation course in Image study and we based our course on three important studies carried out over the past few years. The first is a paper by Jean-Pierre Golay, *An Introduction to the Language of Image and Sound*. Golay's principle objectives are to teach the student to express himself through images and to allow the student to understand the language of image and sound.

The methods through which Golay sees the fulfilment of these aims are a combination of practical exercises (drawing, photography, film recording) and exercises in the reading and use of images (analysis and explanation of images, photographs and films, television broadcasts, advertising).

The second paper, by Gauthier an analysis of a set of images of which are unsuitable for temporary school students. value of Gauthier's work lies, ever, in that his method c applied to images other tha ones he has chosen.

The question he raises about culturally determined reading image can be asked of other ima One Image Gauthier uses, example, is a close-up of a boy of about ten years old. H tears in his eyes and it is not from the information contain the image exactly where he co from. The answer to the ques "What is the boy's country origin?" tends to vary accord to the ethnic/cultural backgro of the person questioned.

The final paper, *The Rhetoric the Image*, by Roland Barth discusses in detail an Italian adv tising image in terms of the objects contained in it and what the particular objects stand for. Acc the value is that the method c be applied to other images.

The three papers constitute the core of the course. Each member of the department adapts the materials to suit both himself and students he is teaching. We will better placed to judge the val of the course when those presen taking it are in the fourth and fi years and are able to use course's vocabulary in the course.

The overall aims of the cou (taken from Golay) are: to te the child to express himself thro images; order the image-conte his thinking; create relation tween images; allow him to un stand the language of images in work of others; train his cri judgment in response to the la larly with regard to his experience.

Practical Work

Much of the early part of photography courses consists of

Left: setting up a shot in a classroom in Little Ilford School. Above and below: photographs by pupils at the school.

principles and methods of visual communication. Emphasis is on the analysis of the nature of problems presented to the pupils with the results presented in both written and visual form.

The production, modification and control of the photographic image, including the practical factors influencing the visual quality of the final print, are linked to the basic conventions of photography. In this way we hope to teach the pupil to express himself through images—to give his thought visual expression; to order the image content of his thinking—to create relations between images.

An attempt is also made to improve the pupil's critical judgment in response to the image during practical work. Because the emphasis in this work must be on the search for clear and authentic expression rather than on formal aesthetic qualities, a certain amount of wastage should be accepted as normal.

Two publications have proved useful with practical photographic work for the examination candidates. They are *Photography in Schools*, by Robert Leggart, published by Focal Press at £5 (hardback) and *Photography*, by Terry Norris, published by Nelson (in the Art and Design series) at 75p (paperback).

The intention of *Photography* is "to introduce the reader to the exciting medium of photography, to describe the materials and equipment required for its practice, and to suggest some projects which will provide a basis of experience from which further work can proceed. It is a book of practical photography based on the idea that the subject is a varied and open-ended experience."

Terry Norris is head of the film and photographic studies department at Little Ilford School.

Television at your own pace

Peter Copeland looks at some of the limitations of television in its present form and at a new invention which may help the situation

"It now seems clear that television offers the greatest opportunity for the advancement of education since the introduction of printing by movable type". This much quoted statement was made by Dr J. C. Pooduck in 1960.

However, while some educational benefit has been realized, television has not yet been exploited to the level envisaged by its early exponents. It is true that we have learned to discriminate between such aspects of television as entertainment and education, broadcast and cable-live and recorded, but though programmes for schools and the Open University have demonstrated the value of centralized educational broadcasting, the use of television otherwise has been less encouraging. After seven years of operation, the cable system of ILEA was being used by a school audience of 15 per cent of the possible total (*TES*, August 9, 1974). A similar network operating in Glasgow is now threatened with closure.

Videotape recorders have allowed broadcast programmes to be shown at more convenient times in many schools, in universities and colleges an attempt has been made to produce more original material. But for the few persistent lecturers who have created viewable programmes, many more have become disenchanted with the process.

The students' experience of television has changed little, despite technological advances. Institutional productions have modelled themselves on the broadcast format and so apart from a lack of finesse and some familiarity with the programme characters, the style of presentation has remained the same. The main development in the use of television as perceived by the student has been the lecturer's ability to control the start of the programme. But even this development assumes the teacher or lecturer has access to the machine and, much more to the point, knows how to use it.

Most equipment in this area is designed by engineers and is totally unsuitable for those who have not read the instructions or who lack technical ability. Since television technology is now about to expand into the three further divisions: programme, Teletext and Viewdata, it is worth examining briefly how one characteristic of the medium has inhibited its educational application and how the arrival of the keypad era might now help change this.

At present video recording is the predominant method of storing television displayed programmes. But the video replay equipment available and the way it has been used in most educational institutions have placed it in the category of fixed pace media, with 16mm film and other forms of presentation which require the learner to hang on to every movement, diagram and word.

Implicit in the production of every television programme is an acceptance of the fact that once the information has been given there is no second chance. Thus every television programme has a built-in information presentation rate which unfortunately neither corresponds to the information digestion rate of every viewer nor to the digestion rate of any viewer for any length of time. The quotation in the opening paragraph related the potential of television to the invention of print, but ironically it is in comparison with print that the limitations imposed by its fixed pace become most apparent.

Printed material has a universally accepted format in its combination of titles, chapters, paragraphs, appendices, indexes, etc, which allows the reader to choose how he extracts information. Videotape requires information to be stored sequentially along its length. As with audiotape and film, the user has to examine a series of unwanted messages before arriving at the information. The display

Continued overleaf

"The students' experience of television has changed little".

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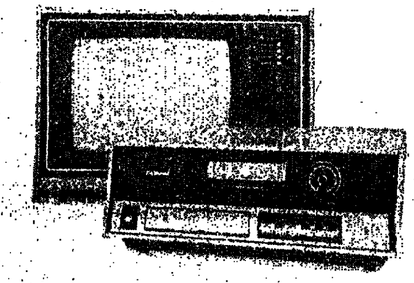

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Television news views

Christopher Griffin-Beale on the latest British Film Institute Television Monographs

Teachers eager to discuss contemporary television with their classes can find increasing support from schools television—particularly from ITV with *Viewpoint*, *The Messengers* and next summer with Yorkshire's *Looking at Television*. But beyond the notes for these series there is still little comparable background material for teachers. And so, the British Film Institute Television Monographs, whatever their faults, fulfil a valuable function.

The latest (from the institute's Educational Advisory Service) is *Television News* by Richard Collins, senior lecturer in media studies at Central London Polytechnic, which investigates some dominant assumptions and practices governing the production of news on British television, particularly the traditional concept of impartiality.

Total impartiality is a chimera and its pursuit by television news actually masks an innate, unexamined bias towards the status quo: this radical critique, though hardly original is usefully summarized here. Much in it may be persuasive, and the counter-arguments may be intellectually shoddy, but this case still needs arguing more closely, with fuller examination of the evidence than Collins has space for here.

Examining the history of broadcasting's impartiality, he discusses the much-trotted *locus classicus*, the BBC's coverage of the 1926 General Strike, rightly questioning whether it really demonstrates the BBC's independence of government. But he might have examined a later instance (more appropriately within the television age), the BBC's response to government pressure during the Suez crisis of 1956, where its independence, though limited, is still arguably preferable to most existing alternatives.

News bulletins—from BBC News and ITN—are not television's only contribution to our information about the contemporary world, but Collins sometimes strays into discussing more generally how television conveys (in a newsman's phrase) "what the viewer has no right to be unaware of". For instance, Collins examines two "gatekeepers" of television news, Robert Dougall and Michael Barratt, though Barratt works in current affairs, not specifically television news.

One might argue that the distinction in British television between news and current affairs reflects merely the triviality of traditional internal organization, rather than an important difference in function and treatment. One might argue this, but I wouldn't and Collins doesn't.

If he sneaks *Nationwide* in, and extends his arguments beyond the confines of news bulletins, then he needs to consider investigative journalism, the first glimmerings of access programmes and other issues quite germane to a study of television generally as a source of information, though not to television news.

Occasionally he can be downright silly, analysing the closing résumé of the headlines as a "device" to inhibit the audience speculating upon the information they have just received. He may be right in diagnosing intellectual passivity in the audience, but the closing headlines have a far more straightforward, and sufficient, justification. I often miss the opening of a bulletin and am glad of the chance of hearing the early points repeated, without necessarily endorsing the newsmen's judgment of what are the "main points".

Such blemishes are unfortunate, for Collins does make some good points, observing the customary inclusion of a jokey, or upbeat, final item, sometimes sport (unless the sporting event is violent or controversial), assessing the revenue accruing to the commercial companies from ITN bulletins contrasted with their smaller contributions to ITN's budget, and summarising audience research findings.

Even more unfortunate, the flaws undermine Collins's cogent central argument. News values remain ill-defined and insufficiently examined by their practitioners; BBC and ITN demonstrate little significant difference in their overall judgment of newsworthiness; television news and the press symbiotically feed on each other's stories; overall the audience's opportunity for choice or influence is limited.

All these points deserve careful consideration. I recommend the monograph be read critically, but I fear it will be read all too critically, that many readers will be alienated by the deafening sounds of political axe-grinding, even though the axe never really acquires a lethal cutting edge.

The truth may be more complex than it appears from television news, but the truth about television news is more complex than it appears here. And oddly enough the monograph parallels the often-alleged preference of television news for the bad news (good news is no news), by concentrating on what is wrong. But much is good about television news, much could be significantly worse: to recognize this is not to deny that television news could be better and different, it might even paradoxically strengthen the arguments for change.

Glimpses into the future

Adrian-Hope on audio-visual developments in Japan

Japanese manufacturers offer glimpses into the future of educational technology. Among the latest innovations are a larger cassette system rivalling standard compact reproduction, an instant monochrome slide producer, a video and sound cassette in compact size, and an integrated circuit 17mm square.

Technics of Osaka are introducing a large cassette as an alternative to standard compact cassette systems. The Elcaset (L for large) uses its tape at 3¾in a second: twice the width and running speed of the compact cassette. It has no pressure pads for guiding the tape around the recording and playback heads, depending for this on the player machine's pads. It thus overcomes the three strongest criticisms levelled against the compact cassette: narrow tape, low speed and constraints on reproduction quality which a poorly made cassette shows on even the most expensive machine.

The Elcaset shares these qualities and its general appearance with the Unisette, which was launched two years ago by BASF, in Germany, by two major European manufacturers, Studer and EMT, are now making prototype Unisette players.

While the Unisette has been designed for broadcasting and professional use, the Elcaset is aimed at the domestic and educational markets. Its track format includes two mono-compatible stereo pairs similar comparable to the Philips compact cassette track layout, plus a narrow cue track to accompany each stereo pair.

This cue track carries pulses similar to those used on conventional tape-slide presentations. The pulses can be used not only for

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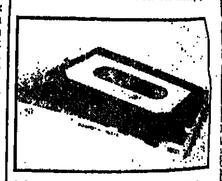
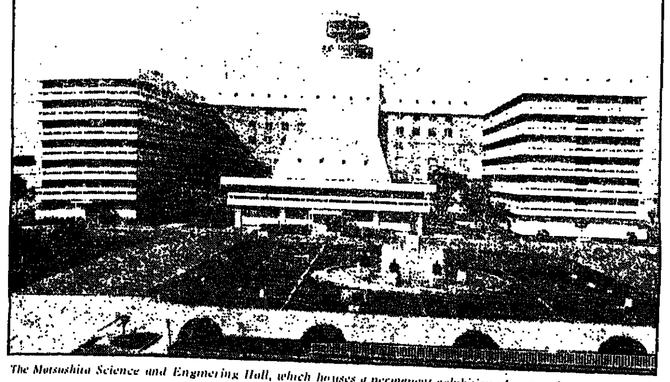


The Elcaset, a new large cassette.



The Matushita Science and Engineering Hall, which houses a permanent exhibition of new technology.

Continued from previous page

tape and film synchronization but also to control the fast forward, fast rewind and stop functions of an Elcaset player. This would enable a student repeatedly to locate a cued passage on a tape.

However, since track format is arbitrary, a machine providing similar functions with a BASF Unisette could be built, or indeed an Elcaset machine could be adapted for Unisette style broadcasting use. It, therefore, seems likely that another standards battle is about to begin alongside the one which is now raging between the European and Japanese videocassette systems.

The Science and Engineering Hall, in Osaka, houses a permanent exhibition of new technology, and several current exhibits are relevant to education. Among these is the Popacopy, an automated system for the instant production of standard size black and white slides, ready mounted for projection.

A sheet of paper is placed under glass below an overhead camera system which looks rather like a photographic darkroom enlarger. The camera photographs the object on a new type of film based on photo-sensitive organic material rather than conventional silver halide. This organic film can be developed in 60 seconds, without a darkroom, to produce a direct positive image without the intermediary of a negative.

The mounted slide pops out of the camera unit and can be instantly projected. Using this, a teacher could produce a projection slide from a book, a scribbled sheet, or a model answer either immediately before or even during a lesson.

The National "total education system", also on working display, can be regarded either as a practical answer to oversized classes or another step towards 1984. With it, up to 56 students each have a desk containing a small-screen colour television monitor, an audio cassette recorder, headphones, a microphone and a response panel with five buttons. The teacher sits at a central console linked to the students' desks and from there can call into a camera and microphone to the students collectively or individually.

Students can be questioned via headphones or their television screens using videotape, live camera or slide projection facilities. Questions allow up to five possible answers, one of which is correct. The students answer by pressing whichever button they believe represents the correct answer.

Success or failure is instantly read out on a master video screen on the teacher's console, which carries a chessboard matrix representing the position in the classroom of each student. Thus as the third student in the back row presses a response button, the third position in the top row of the video screen matrix shows up green for correct, or red for incorrect. Any student still undecided shows up on the matrix as a flashing question-mark.

When all students have given an answer a computer built into the teacher's console provides a read-out of percentage performance for the class on the given question. The computer can also provide a typewritten print-out of the performance of the whole class and of individual pupils. This information can be stored on the computer disc memory for subsequent retrieval. Several Japanese schools are already equipped with these "total education systems".

The miniaturization of electronics continues to astonish. An integrated circuit or chip 17mm square has now been built to contain the equivalent of 3,700 separate transistors. Each transistor is the electrical equivalent of a valve, and a chassis with 3,700 valves would not only fill a classroom but raise its temperature to tropical levels. That number of valves would also require a massive power supply, whereas the 17mm chip can run for 20 hours on four small dry batteries.

Although such miniaturization has its gimmick uses (minute radios, calculators, digital watches or all three combined), it also brings the size of highly complicated equipment down to suitcase dimensions.

Large-scale integration of this type makes possible the cartridge-loading National colour picture cassette player, developed by Matsushita. Looking rather like a large player for conventional Philips compact audio cassettes, this colour player reproduces both stereo sound and colour video pictures from a standard Philips compact cassette in completely conventional manner.

Each stereo pair of tracks on the tape cassette tape is accompanied by an extremely narrow extra track, squeezed into the middle region of the tape width. This carries a stream of digital signals which are picked up by an extra playback head and fed into an electronic memory circuit.

It takes 3.5 seconds for the memory to receive sufficient signals from the extra track to build up a still colour picture on a video screen. Thus a completely ordinary C-60 Philips compact cassette can store 60 minutes of stereo sound plus 1,000 separate colour video pictures. When the cassette is played on the picture player, it produces sound and a succession of colour pictures which can be replaced every 3.5 seconds, although they are more usually held for a longer period of time.

If the same cassette is played on a conventional stereo or mono audio-cassette machine, it simply produces mono or stereo sound. In other words, the system is mono/stereo/video/audio compatible. It is not yet on the market and could revolutionize slide-tape presentations when it is commercially launched.

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At their own pace

Continued from previous page

play of recorded programmes is often controlled by a technician either because of the complexity of a closed-circuit network or because teaching staff are unable to operate the equipment. This has only given the learner the choice between viewing or not viewing.

However, with the arrival of new forms of television such as Teletext and Viewdata, the user is at last to be given some control over what is displayed. Moreover, if this idea were extended there is no reason why he should not be offered more control over how programmes on videotape are accessed and viewed.

Among the silver knobs and glowing lights on some of the newer videocassette recorders, is a feature known as logic control. By incorporating this type of circuitry any incorrect button pressing is sorted out electronically to prevent damage to the machine. This is only a tiny step towards applying electronic control to the functioning of video replay equipment.

Under the label "micro processors" are the latest generation of integrated circuit low-cost control electronics which could be used to give the learner direct control over quantity, order and rate of information displayed. The technology necessary to eliminate television's restriction of fixed-pace programmes already exists but it has not yet been applied in a commercial product.

A prototype learner resource has been developed* which demonstrates that electronic access to videotaped programmes provides a highly effective means of achieving independent learning. The amount of control is as yet limited to the automatic retrieval and display of programmes — videotape replay, electronic indexing and television display have been operated successfully.

An alternative form of programme storage to that of videotape will, of course, be the video disc. At least one of the many systems developed already can retrieve and display separate television frames.

The use of television as a means of mass communication and its application as a learning resource are two widely differing concepts. Until now television has been used mainly to communicate to large audiences. Providing the relative low cost of electronic equipment is maintained and the present developments in electronic control are exploited the future use of television in education will rest flexibly in the hands of the learner.

*The prototype is on show at Inter Navex on Stand 44 in the gallery.

Peter Copeland works at Bishop Otter College, Chichester.

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Variations on an OU theme

Nicholas Pronay on an experiment at Leeds University using videotapes

A project to discover the extent to which the techniques of self-teaching already used in further education and by the Open University can be applied in universities begins at Leeds University this year. If successful the course being developed will be offered to other higher education institutions.

The project is financed by a Nuffield Foundation grant of £1,900, which will be used by Leeds University school of history to develop a new type of undergraduate course based upon the principle of self-access.

The course will introduce the student to the principal sources of historical evidence: archaeological and numismatic evidence for the earlier period, documentary sources for medieval times to the present day and photographic, film and sound records for the nineteenth and twentieth centuries.

The course will be constructed around 14 videocassettes to be used by students at their own pace but according to a clear programme.

Each student will be issued with worksheets to enable him to check his own understanding and also to allow the supervisor to assess progress being made. The students will be directed to books and articles for further reading and will be given exercises involving the use of various kinds of sources for piecing together the development of an historic event.

At the end of the course, and possibly during it, students will be required to present some essays, but otherwise it will run as a self-access self-learning project with staff only "keeping an eye" on the exercise.

With the aid of the Nuffield Foundation grant, a teaching fellow will be appointed in the School of History for the second and third terms of the academic year 1976-77, when the course will be prepared and recorded. It is hoped that the videocassettes will be ready for use by students in the summer term of 1977 and in summer terms thereafter, since it is at that time of year that members of the academic staff are most heavily burdened with examining.

It is also hoped that because the subject chosen is an integral part of every advanced course in history the cassettes will be of value for many years. The cost of making copies would be small.

The common ideal of the teaching system of all British universities is splendidly defined by Professor Arthur Marwick, writing from the vantage point of the Open University: "For a minority of able and dedicated students free range across the library shelves . . . reinforced by high level face-to-face tuition of the traditional sort, will remain the finest form of university education."

Universities especially in popular arts subjects such as history can, by and large, still base their approach to teaching on the assumption that their students are, in fact, both able and dedicated.

Most arts courses are the work of an individual, very often based upon his own research, and students pick up the techniques of the subject more or less incidentally from the close personal contact with their teacher. Splendid as this system is, it has nevertheless become clear that there are now new constraints which make the full continuation of this ideal "apprentice" or "disciple" system increasingly difficult and indeed ultimately impossible.

First, such a system will not operate once the staff-student ratio has risen much above 1:10. Most history departments have already been forced by student demand and economic constraints to pass that ratio by a considerable margin.

Second, even in ideal circumstances, the explosion of research and publications makes such demands on students and lecturers that not enough time is left, after mastering the subject literature, to devote to the incidental acquisition of the techniques of the craft of the historian.

Third, the explosion of knowledge in practically every area of history has led to specialization and there is a real danger that students will be largely unaware of the sources and techniques applicable to periods outside the few areas which they can study during their three short years at university.

Solutions to these problems lie first in seeking ways whereby the available teaching resources, staff and time, maybe used more effectively. This implies that a more structured and more organizational approach to the training of history students needs to be evolved. Those elements which do not absolutely demand personal contact need to be isolated and taught through impersonal means, that is essentially by a systematic use of educational technology.

We need to evolve special courses which will give the student the potential for a broad view in addition to the specialist training he must continue to receive. A broad view, not of "problems" or events in the form of outline courses from Pluto to Nato—for we cannot turn the clock back to the days when our approach to history was broad because our knowledge of any part of it was simple—but of the part, the techniques and sources of the many periods of historical work.

The student should be enabled to read, knowledgeably, up-to-date historical literature from the semi-archaeological Greek period to the television-visual twentieth century. And, of course, to turn with confidence when he enters school teaching to the preparation of courses outside the range of subjects covered in university.

With the appearance of the new curriculum in schools oriented towards the study of historical method, skill and sources, such as the Schools Council's 13-plus and 16-plus schemes, the need for this kind of university training is becoming daily more urgent. The ill-structured, team-based or impersonally taught courses now educational technology is, prima facie, the best way of providing this kind of general historical training across the many periods of the historical spectrum. In a period of contracting resources it is probably the only way.

In developing the experimental course covering the main types of historical courses and related intellectual techniques from the ancient world to the twentieth century a team of eight senior and experienced members of the school of history are cooperating with members of both the television service and the Department of Education. Naturally, it is hoped that this concentration of expertise and resources will lead to a successful and effective course.

In any event, it will provide reliable evidence about the applicability of modern educational technology and of a structured approach to university teaching within or outside "traditional" ideals and in the case of "ordinary" undergraduates, as opposed to home-based students.

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Tape-recorded introspection

by Anthony Schooling

Few teachers are taught how to use a school broadcast. This was the starting point of a third year project undertaken by a student of the Polytechnic of Central London's School of Communication.

The original plan was simply to make recordings which would be a pilot for material for use with teachers in training. But as the project progressed its boundaries extended. It remained a pilot scheme, experimental and not for general use, but by the end promised to explode in several interesting directions. It raised the question: in what ways can a school of communication with its technical skills in journalism, radio and television, and well provided with equipment and technical support, assist in the training of teachers?

The bare essentials were the tape recorder and a good student. The tape recorder had its technical support of the sound engineer, Malcolm Nelson, a former BBC studio manager. The student, Elizabeth Barrett, after three years at the school of communication, is a skilful interviewer, studio chairman and tape editor.

The immediate objective was to take a microphone into a classroom, record the teacher preparing the class for a school broadcast and following it up, record an interview with the teacher and, separately, to record interviews with some of the children. These recordings could then be played back to teachers in training to start discussion on the use of school broadcasts.

None of this is easy; a school has to be found well organized and relaxed enough not to be bothered at invasions by people with microphones; microphones have to be arranged to allow for bad classroom acoustics so that each child can be heard clearly, the teacher can be heard from wherever he is, and so that not too much is heard of play or strife outside the classroom.

Fortunately, a very good junior school with a sympathetic head was found where two teachers were willing, anonymously, to take part.

After some experimentation Malcolm Nelson and Elizabeth Barrett decided on three cardioid microphones spaced around the classroom. Later they abandoned these in favour of a cardioid hand-held by Elizabeth moving among the pupils and a radio mike with small lapel mike and transmitter to the teacher's pocket transmitting to the mixer in the corner of the room. Any arrangement less costly and elaborate is likely to be a waste of time. The pupils soon lose interest in the equipment and the visitors.

This went so well that it was decided to expand the project. The teacher was invited to the studio to listen to the recording of herself. Whenever she wanted to comment on her pupils' response or on her own performance she signalled by finger, Elizabeth Barrett signalled the panel operator, who faded the classroom tape.

The teacher's comments and her discussion with Elizabeth were recorded to make a second tape—

Continued on next page

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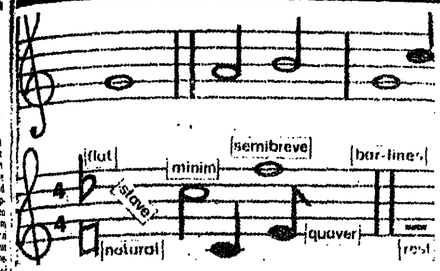
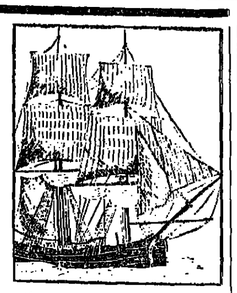
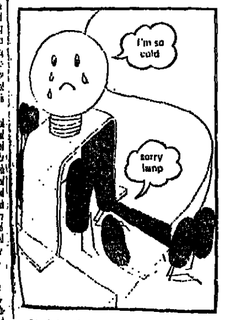




An aid for any occasion

Susie Rodwell on non-projected media

Non-projected media can be divided into three categories: apparatus aids which are used by the teacher as an integral part of the lesson such as the writing board and teaching board on which symbols can be placed; pictorial aids which can be used sometimes with apparatus, other times alone, or as part of a static display; three-dimensional aids such as mobiles, models, games, etc.



Much has been written about that most basic of all classroom requirements, the writing board, which has come a long way from slate and chalk, to emerge as an elaborate and often expensive teacher's aid. The impression is sometimes given that the future belongs to the white writing board and that the chalkboard is a thing of the past.

The whiteboard, however, would seem to be the answer for teachers who have despaired of dust-filled rooms, murky boards and screeching chalk. Such boards can be used with colourful felt-tipped pens; they can often double as projection surfaces; some surfaces can be dry wiped, thus eliminating the messy water and chemical cleaning; and, as psychologists have found, learning is most effective from dark print on a light board. Even their shortcomings—the cost of the pens and the smeared surfaces—are being overcome with the introduction of refillable pens and special wax crayons and porcelain enamelled steel boards.

It seems unlikely that the blackboard will disappear completely from the classroom, for high quality porcelain enamelled steel chalkboards are now available, and some dust-free chalks are becoming more satisfactory. Whether chalk or pen board is required, there is an increasingly wide choice of sizes and fittings, from the simple board and easels and wall-mounted board to the roller boards, double-sided combination boards and complete teaching walls.

Flip-charts are another useful aid which can be used for information and illustration or for presenting pictorial aids progressively. One advantage is that the sheets can be detached after the lesson and displayed for further reference.

Many writing boards are steel-backed and will accept magnets.

The magnetic board is one of three types of teaching displays, the others being the flannelgraph (or cloth board) and plastigraph systems. The principle underlying all these is similar. By adhesion—either magnetic, or through the clinging of rough surfaces (flannelgraphs) or smooth surfaces (plastigraphs)—the teacher can manipulate individual visual elements on

Continued overleaf

● Above left and below right: Flannelgraphs from Visigraph. Above right and below left: parts of wallcharts from Pictorial Charts Educational Trust.

Continued from previous page

the classroom interrupted by the comments. Then they invited two people to the studio, one a specialist in primary education and a former headmistress, the other a teacher of long experience. Both have wide knowledge of school broadcasting. For convenience they will be referred to as the experts.

They sat with the student and listened to the tape of the teacher in the classroom. Whenever one had a point she signalled and, with the same technique as before, the experts' comments were fitted into the classroom recording. The teacher in training could now eavesdrop on the experts eavesdropping on a teacher in the classroom.

As one more refinement, the teacher came to the studio once more, this time to meet the experts. The second tape (her classroom performance interrupted by her commentary on it) was played and they all interrupted it at will, thus making a three-layer recording—the experts and the teacher, listening to and discussing the tape of the teacher's performance and her own comments on her performance.

The whole process was repeated with the second teacher from the same school listening to the same programme with a different class.

Why such complications? First it was interesting to discover whether the experts, after commenting on a teacher's performance which they heard merely on tape, would use the same kind of language and be as critical as when they met the teacher face to face. Second, Elizabeth Barrett wanted to know whether the teacher was more frank, and used less professional jargon with her than with the experts.

About twelve hours of tape, after some editing, was now available, as a pilot, which could be used selectively and provide a teachers' training college lecturer with material on which to base, perhaps, a week's work.

A sample of the material was played to an audience (invited on a personal basis) from the BBC, School Broadcasting Council, Schools Council, ILEA, Central School of Speech and Drama, teachers and teachers in training. They found the play-back of the teacher to himself (though it is not a new technique) of great value.

The first teacher had said on the tape, "I've never heard myself teach before—it's very funny to hear yourself giving a lesson". And on school broadcasting she had said: "It brings another dimension into the classroom. It makes for a very much more varied curriculum. Otherwise they're getting very much one person's ideas."

Many of the visitors found the self-examination of the second teacher illuminating and even moving. His class was harder to control and some of their over-lively responses made good listening. He wished he had learnt to use school broadcasts by watching teachers using them or "by recordings of teachers in live situations—such as this". He was critical of much of his training and very self-critical.

Other comments: "Technically brilliant—classroom recordings are usually a fearsome mess. . . ." "Invaluable technique for use overseas. . . ." "Although the form may not all of it be immediately useful for teacher training it is stimulating to those whose job it is to provide material for training teachers in the use of media. . . ." "An intelligent and original inquiry—sensitive questions were put to the teachers. . . ." "It raises issues beyond the use of school broadcasting, for example the use of language in mixed ability teaching. . . ."

"All research shows that in any class the talk is overwhelmingly done by the teacher. If kids know you're going to fill in all the spaces they'll shut up and won't bother. So if you listen to yourself in a situation like this recording you might learn something to your advantage—or rather, to the kids' advantage. . . ." "Useful both as a technique you can impart and as a means of collecting examples of good or unusual methods of teaching. . . ." This sort of work could enable teachers to gain much more critical awareness of what they do in a classroom, and this could only increase their sensitivity and professional confidence and help them to develop. . . ."

A final suggestion was made which might point interestingly to the future. "Why not get two or more sixth form teachers to discuss a lesson they are going to give? Record the discussion and then the lessons. Play back the lessons so each can discuss how far he thought his or the other's was successful. Record it. Then play that back to the kids and record their comments! That would be salutary and important. There is too little feedback from pupils!"

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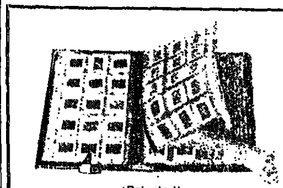

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Continued from previous page

a plain or pictorial background surface.

The technique is extremely effective in building up a picture in story telling, in language work and in representing facts and organizational methods. Its use helps to reinforce verbal teaching and by focusing and holding the child's attention helps retention. As a method of breaking down a picture and rebuilding it from its elements, it is particularly valuable when teaching young children.

The basic materials for preparing the teaching display are readily available and teachers can make their own displays or involve pupils in the process. Numerous types of material are suitable for the preparation of flannelgraphs from flannel, wincevettes and felts cused with themselves or with fluct. paper or sandpaper), to the stronger commercially produced hook and loop systems. Similarly with plastic graph systems, colourful plastics can be obtained—this system has the advantage that outlines can be drawn on the background surface or alternatively Perspex sheets placed on top of a picture can be used as the surface for the mobile elements.

Magnetic displays are also easily prepared, using a wide selection of magnetic rubber accessories on a steel surface. Though the material are rather more expensive, they provide a stronger adhesion than the flannelgraph and plastagraph. Commercially produced teaching display sets are available, based on these three methods, in many subjects; for example, for language teaching, home economics and religious instruction.

Pictorial aids such as wallcharts, cannot be as easily adapted or manipulated but they can be, and often are, cut up for ease of use. A well-designed picture can fulfil many important educational functions; it can be used to teach skills, present facts, re-organize knowledge, stimulate the imagination and change attitudes. As part of a static teaching display, it can provide a continually changing stimulus helping to arouse and focus pupil interest and discussion on particular topics. Furthermore, pictorial material produced by the pupil as part of project work can be exhibited, and such displays can often help break up the open classroom into special purpose work areas.

Project work can take many forms and there are numerous exciting possibilities offered by the variety of materials now available. One possibility is photography which is increasingly being used by children to document thoughts, ideas and events. With the addition of processing and printing, photography becomes a valuable teaching tool, both for encouraging participation and in developing a child's ability to communicate visually.

There is an enormous amount of commercial pictorial media and the selection of suitable wallcharts, maps, study prints, flash cards and resource folders is often rather daunting. A good chart must be large, clear, simple and attractive. It must use colour discreetly and, above all, be accurate.

The most common fault is that charts contain too much detailed information. This is not too great a problem if they are explained satisfactorily during the lesson, but as reference materials their usefulness may be limited. Reference may present further difficulties, particularly so with young children. Many studies have shown that wallcharts with no verbal accompaniment are not very effective in getting their message across. It is important when selecting charts to study them critically and decide whether they are a teacher's or a learner's aid.

The companies who produce the charts are mostly to blame for their unsuitability. Their purpose is sometimes more towards promotion and publicity than education.

Some sponsored charts are excellent and without them there would be a limited choice of purely educational unsubsidized charts, for printing can make the finished product unacceptably expensive. It is probably for this reason that the resource folder is becoming more popular.

These folders, or kits, provide a collection of visual materials on a particular topic; the materials varying from reproductions of contemporary documents and photographs to workcards and miscellaneous information sheets. They are invaluable as pupil-centred learning materials and sometimes form part of a larger multi-media pack, which might contain enough resource material for a term's work. Many publishers are now prepared to lift copyright restrictions on such materials to allow schools to duplicate items, which helps to keep the price down.

Pictorial material can be displayed in many ways. The simplest methods use bulldog clips, clothes pegs, plasticine-type adhesives, magnets and pins. Many classrooms have permanent softboards on the walls, but suitable display media (boards, cork, corrugated paper, felt carpet squares, etc) can be easily bought. There are also many pinboard display units on the market, from simple free-standing or wall-mounted units to the more sophisticated systems which use interlocking poles and hessian covered panels. Whichever method is used, care must be taken in planning the layout of the display to ensure maximum clarity and minimum confusion.

Finally, some other types of non-projected aids should be mentioned; mobiles, mock-ups, globes, games and puzzles, dioramas and realia. Most three-dimensional aids offer greater scope for a more realistic approach in teaching and their construction provides opportunities for class participation. The variety is infinite. For display the perforated pegboard is ideal. It is very versatile and any type of hook and shelf fittings and letters, symbols and other pegboard charting aids can be used with it.

A fuller description of the variety and potential of non projected aids would take too much space. The opportunities are limited only perhaps by the teacher's imagination, ingenuity and time. For further information and ideas, here are some useful addresses and references:

Allen Engineers Patents (display systems and materials), 30 Balcombe Road, Horley, Surrey.

E. J. Arnold and Sons Ltd (display systems, boards, materials for making aps), Butterley Street, Leeds LS10 1AX.

Bert Ltd (Henry display board), Oldmeadow Road, King's Lynn, Norfolk.

Educational Productions Ltd (wallcharts and resource folders), Bradford Road, East Ardsley, Wakefield, Yorkshire WF3 2JN.

Jackdaw Publications Ltd (resource folders), 30 Bedford Square, London WC1.

Magiboards Ltd (writing boards, magnetic accessories, flipcharts), 42 Wates Way, Willow Lane Industrial Estate, Mitcham, Surrey CR4 4TA.

Marker Board Supplies Ltd (writing boards, magnetic accessories, pinboards), Rockfield Road, Hereford HR1 2UA.

Matthews Drew and Shelbourne Ltd (retailers of all types of display systems and materials), 78 High Holborn, London WC1.

National Audio Visual Aids Centre (advisory service: lists of display systems, boards and materials for making aps), 254-260 Belsize Road, London NW6.

Philip and Tacey Ltd (display systems, writing boards, materials for making aps), Northway Andover Hants.

Pictorial Charts Educational Trust (wallcharts), 27 Kirchen Road, West Ealing, London W13 0UD.

Visigraph Ltd (flannelgraph teaching aids), Bromyard, Herefordshire.

Showing Off or Display Techniques for the Teacher. By R. Leggatt. 1974. NCAVAE.

Wallsheets, Choosing, Using and Making. By H. Cowpen. NCAVAE, 33 Queen Anne Street, London W1M 0AL.

Room to Learn—Display. By J. Dean. 1973. Evans Brothers Ltd, Montague House, Russell Square, London WC1.

"An experiment showing the superiority of a light-coloured board... By W. D. Seymour. *British Journal of Educational Psychology*, 1937, 7.

The use of posters and pictorial aids in education in schools. By G. D. Lewis. *Safety Education*, January, 1976.

Photos with a Jeyes bottle, a Wellyflex and even a camera

by Sue Lyons

At the beginning of May, in the Half Moon Theatre, more than 70 people forsook the sunshine to take part in a seven-hour seminar on photography in education, coordinated by the Half Moon Photography Workshop.

The seminar was not concerned with producing junior Avedons but rather with the use of photography as a tool in education. It was introduced by Andrew Munn, of the Children's Rights Workshop, after which five main speakers reported on their work and there was some discussion from the floor.

Paul Carter spoke of the youth photography project which he founded and runs at the Blackfriars Settlement. The project aims to fulfill three basics: to help its members enjoy themselves; to express themselves; and to feel important in the eyes of adults. Given this, basic framework the children use their photographic skills in accordance with their interests. In school, children who have difficulty with their work gain confidence from the acquisition of skills denied their classmates. Family and neighbourhood relations are improved when the children take home their work and are asked to produce more. The settlement is a lively context for such projects: photographs have been produced for the work centre for handicapped people, for the community newspaper, for the local tenants' association and for the excellent exhibition "Doing Photography", shown at the Half Moon in April.

The Blackfriars group work with sophisticated equipment (successfully to trust the kids with expensive gear being both proof and product of the situation's good faith), but Terry Bennett, of the South Island Children's Workshop, has shifted the emphasis to low-technology photography. In a simple and flexible demystification of technology, he has invented marvellously ingenious cameras: the cosmos, Jeyes bottle; the Hatobird (Ian's top hat); and even the twopenny Wellyflex. Like a magician with a box of tricks, he produced excellent photographic ideas for the five to eight age-group: photo-tracing, photomontage, photograms, pinhole cameras, all clearly and simply described on workcards. The workshop are producing a "black box" kits on pinholes and cameraless photography, consisting of a matt-ard size wooden box which serves as a darkroom and contains all the materials necessary for a project.

Turning from the production of the image to its interpretation Alan Horrex showed a programme on news from the *Viewpoint* team which he produced for Thames Television. The series was intended with the workings of the mass media and their inherent manipulation of opinion, and the programme contained fine ideas for projects to show that the photograph can tell a lie, as children changed headlines to create a different impression. It provided a salutary reminder that it is not enough to teach kids to take photographs; they must also learn to read them.

The seminar brought together people engaged in a great variety of photography/education ideas and a fruitful exchange of ideas should provide the basis for a lasting network. It was interesting that most of those present were involved in out-of-school work rather than those of the school teacher attending was teaching O or A level photography. It is hoped that more teachers will approach the group as further meetings take place.

The Half Moon Photography Workshop is at 27, Alie Street, London, E1 and its members are gladly supply information about the various groups and key events of interest in the field, such as the Goldsmiths' Association Photography Course for youth leaders and the Half Without Walls workshops. Practical workshops can be arranged for interested groups and ideas and information will be as gladly received as given.

● Pictures on page 40.

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EDUCATION COMMITTEE
THE GRANGE SCHOOL
Crescent Road, Hadley, Telford
Shropshire
ASSISTANT for GEOGRAPHY required for September, 1976. Scale 1 (£2,331-£3,060). Ability to teach CSE Mode 3 and O level and offer subsidiary physical teaching.
Apply direct to Headmaster (no form).

SHROPSHIRE
EDUCATION COMMITTEE
THE GRANGE SCHOOL
Crescent Road, Hadley, Telford
Shropshire
ASSISTANT for GEOGRAPHY required for September, 1976. Scale 1 (£2,331-£3,060). Ability to teach CSE Mode 3 and O level and offer subsidiary physical teaching.
Apply direct to Headmaster (no form).

WEST SUSSEX
SOUTHLON AREA
KINGSTON HIGH SCHOOL
Shoreham-by-Sea
Lancing (Sussex) 5000
(1,800 pupils on roll: 170 in Sixth form)
Required for September:
GRADUATE TEACHER of GEOGRAPHY with History for Lower School. Scale 1 post (£2,331-£3,060). Should be sufficiently experienced to assume responsibility for the work of an organisation and teaching of those subjects. Lower School experience an advantage but not essential.
Initial training (£3,651) and social priority allowances may be payable in respect of this appointment.
Application forms, obtainable (quoting reference 1/GEOG) from the Head of the School, should be returned as soon as possible to the Headmaster at the address below.

WEST SUSSEX
SOUTHLON AREA
TANHURST HIGH SCHOOL
Tanhurst Road, Crawley
Horsham (—Crawley)
(1,700 to 1,800 pupils)
Required for September, 1976:
ASSISTANT GRADUATE TEACHER to join a well developed and experienced Geography Department. Ability to teach GEOGRAPHY to CSE and O level candidates. Some knowledge of Economics desirable.
Scale 1 (£2,331-£3,060). Initial training (£3,651) and social priority allowances may be payable.
Application forms, obtainable from the Headmaster at the school on receipt of stamped addressed foolscap envelope.

WIRRAL
Metropolitan Borough of
EDUCATION COMMITTEE
HIGHER BEBINGTON SCHOOL
Mount Pleasant Road
Wallasey (0516 years, 1,000 years, 6 form entry)

For September, 1976:
GRADUATE TEACHER of GEOGRAPHY to fill all levels. Possibility of being required to take experienced assistant.
Scale 1 (£2,331-£3,060).
Application letter to the Headmistress of the School, giving qualifications and experience with names of two referees.

LEICESTERSHIRE
City of LEICESTER
BOYS' SCHOOL
Downing Drive, Leicester
Completely new school to be opened in 18 months' time
Closing date 31st August 1976
(Roll: 1,050)

HISTORY

Scale 1-2 according to experience and qualifications.
Graduate, Qualified Teacher.
A level.
Ability to work with the names and addresses of two referees to the Headmaster from whom further particulars may be obtained (Stamped addressed envelope).

PETERBOROUGH
(Eastern Region)
BLATCHES SCHOOL
Fengate, Peterborough
Required for September, a well-qualified GEOGRAPHER to succeed in the Department. Scale 2 post: the successful candidate will be expected to help the specialist in the small sixth form and contribute to the overall ability and development of the Department, particularly for examination work. Willingness to assist with games and hobbies, especially rowing, would be a recommendation.
Blatches School is a long-established boarding and day mixed grammar school (roll 900). The first comprehensive intake with 120 boys and girls arrives in September, 1976, and this figure will be doubled to 240 in the next five years.
Application forms, with full particulars and the names of two referees, to the Headmaster as soon as possible.

WARWICKSHIRE
BLUNDELL'S SCHOOL
Lawford Lane, Bilton, Rugby

Qualified Graduate, U.A. (Geography (HONS)) required (Roll: 600). Scale 1 available. College accommodation available in Headmaster.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and maintenance expenses are payable in approved cases. Details of the mobility of labour scheme can be obtained at the time of application.

LUCTON GIRLS' SCHOOL
(Roll 800)

Joint Co-Educational Sixth Form
Lucton Girls' Gardens, Lambourne
Telephone: 01-500 3000

HISTORY

Required for September—temporary appointment for one term initially. The successful candidate will be expected to teach across the 11 to 16 age-range and to prepare ability groups, including CSE and O level candidates, for public examination.
The school is pleasantly situated near Lambourne village and within easy reach of central London.
Application forms and further particulars may be obtained from the Head of the School, to whom completed application forms should be returned.

GLOUCESTERSHIRE
DANES SECONDARY SCHOOL
Fairview
Cheltenham (0242 20000)
Required for September, 1976, qualified GRADUATE HISTORIAN and ENGLISH (Scale 1).
Application forms and further details of vacancies from Headmaster; completed forms should be returned as soon as possible.

HAMPSHIRE
NORTH WEST AREA
QUEEN MARY'S COLLEGE
Cliddesden Road, Basingstoke.
(800 mixed)
Applications are invited for a Scale 1 HISTORY TEACHER in this expanding comprehensive sixth form college in additional to the History Department making a substantial contribution to the College's team studies programme which is based on the tutorial system for sixth formers and a common room for all staff. We have a dual role, being designated a Tertiary College and as such we admit students from the age of 16 plus. Personal tutors as well as subject teachers.
Please write to the Principal at the College for full details.
Assistance with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
CHELLA SCHOOL
Mobbsend, Stevenage
(Group 10)

MASTER or MISTRESS required to teach HISTORY. Chella is a five-form entry comprehensive, all-through school with full established courses leading to CSE, O and A level. An interest in sport would be welcomed but not essential.
Salary will be in accordance with Burnham Scale 1 (£2,331-£3,060). Initial training and social priority allowances may be payable.
Application forms from the Chief Education Officer (Schools), 1477, London Road, Stevenage.

BRISTOL
SAINT THOMAS MORE R.C. SCHOOL
Baldonhurst Avenue, Boscombe
East, Bournemouth
1000 on roll
Required September, 1976:
TEACHER of HISTORY and GIRLS' games mistress to teach games. This is a modern school with excellent facilities. An advance with removal and lodging expenses.
Application form from the Headmaster on receipt of stamped addressed envelope.

LINCOLNSHIRE
Kesteven
KING EDWARD VI GRAMMAR SCHOOL
Grantham
BOYS' V.C. GRAMMAR SCHOOL
Grantham
(Roll 695)
Required from Autumn Term 1976, to age 23 years (possibly part-time):
GRADUATE TEACHER of HISTORY, able to teach English with sport. Teaching of Scripture would be an advantage.
Applications by letter with full details and names and addresses of three referees to the Headmaster, The King's School, Grantham, Lincs, as soon as possible.

LONDON, S.W.20
DOLLIFF CONVENT
The Downs, Wimbledon, SW20
(Roll 1,000)
Comprehensive High School
Each with its own Hall
Required September: TEACHER of HISTORY to take charge of a small department and to take History to CSE and O level.
Above apply to the Headmistress with testimonials, giving the names and addresses of two referees.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RAVENS WOOD SCHOOL
Central Road, Morden, Surrey
Headmistress: Miss M. Elkin, B.Sc.
(Hons)
ASSISTANT TEACHER (or MISTRESS) required September, 1976, in this comprehensive school for boys and girls aged 11 to 18 years.
Location: Central Morden. Legal expenses up to £300 and assistance with removal expenses may be considered where applicable.
Application forms available from the Headmistress, on receipt of a stamped addressed envelope.
Applications, when received, will be considered in order of receipt.

NORTHUMBERLAND
COUNTY COUNCIL
BERWICK COUNTY HIGH SCHOOL
Berwick-upon-Tweed
Northumberland
TEACHER of HISTORY
Required for September, to teach History in the first instance, chemistry also to assist with girls games.
Application forms returnable as soon as possible. Sending a self-addressed envelope to the Headteacher.

TRAFFORD
(London Borough of)
EDUCATION COMMITTEE
SALE GRAMMAR SCHOOL
SCHOOL FOR BOYS
Thorn Grove, Sale, Cheshire
(Sale 962-3)
Telephone 061-973 4508
Required for September, 1976, to teach throughout the school:
Qualified Graduate Teacher of HISTORY
Application forms returnable to the Headmaster at the address above. This appointment is subject to the passing of a satisfactory medical examination.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD COMPREHENSIVE SCHOOL
Fryston Hall, Castleford
Telephone: Castleford 553911
Required for September, 1976:
TEACHER of HISTORY to fill all levels. Specialist subsidiary subject. London fringe allowance £1,112.
Apply in writing to the Headmistress with names of two referees and copies of testimonials.

WARWICKSHIRE
CAMPION HIGH SCHOOL
Bydenham Drive, Leamington
(Roll 1,000 to 1,200)
(1,000 on roll)
Required September, 1976:
GIRLS' Scale 2 post for HISTORY
On receipt of stamped addressed envelope.

WARWICKSHIRE
COLESHILL SCHOOL
Coventry Road, Coleshill
Warwickshire B46 3BP
11 to 18 mixed
(1,000 pupils.
Required September, 1976:
TEACHER of HISTORY to teach throughout the school.
Application forms and further details from the Headmaster.

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL
FOR GIRLS
The Crescent, Watford
Hoddesdon 4 Broxbourne
GRADUATE TEACHER of HISTORY throughout the school to "A" level. State subsidiary subject. London fringe allowance £1,112.
Apply in writing to the Headmistress with names of two referees and copies of testimonials.

HILLINGDON
(London Borough of)
CHENIES SCHOOL
Chenies Avenue, Hayes UB3 2DD
Headmaster: R. F. Warren, B.Sc.
Required for September, 1976, an ASSISTANT TEACHER of HISTORY with GEOGRAPHY in the Lower School. Ability to teach CSE Mode 3 an advantage if Sociology could also be offered to Sixth Form level.
Scale 1 post could be available for a suitably qualified candidate although new entrants to the profession are welcome to apply.
Apply by letter to the Headmaster giving the names and addresses of two referees, and enclosing a stamped addressed envelope.
London Allowance payable.

GLOUCESTERSHIRE
DANES SECONDARY SCHOOL
Fairview
Cheltenham (0242 20000)
Required for September, 1976, qualified GRADUATE HISTORIAN and ENGLISH (Scale 1).
Application forms and further details of vacancies from Headmaster; completed forms should be returned as soon as possible.

HAMPSHIRE
NORTH WEST AREA
QUEEN MARY'S COLLEGE
Cliddesden Road, Basingstoke.
(800 mixed)
Applications are invited for a Scale 1 HISTORY TEACHER in this expanding comprehensive sixth form college in addition to the History Department making a substantial contribution to the College's team studies programme which is based on the tutorial system for sixth formers and a common room for all staff. We have a dual role, being designated a Tertiary College and as such we admit students from the age of 16 plus. Personal tutors as well as subject teachers.
Please write to the Principal at the College for full details.
Assistance with removal expenses in approved cases.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
CHELLA SCHOOL
Mobbsend, Stevenage
(Group 10)

MASTER or MISTRESS required to teach HISTORY. Chella is a five-form entry comprehensive, all-through school with full established courses leading to CSE, O and A level. An interest in sport would be welcomed but not essential.
Salary will be in accordance with Burnham Scale 1 (£2,331-£3,060). Initial training and social priority allowances may be payable.
Application forms from the Chief Education Officer (Schools), 1477, London Road, Stevenage.

HILLINGDON
(London Borough of)
HAREFIELD SCHOOL
Park Lane, Harefield, Middlesex
UB9 6DD
Headmaster: R. F. Warren, B.Sc.
Required for September, 1976, an ASSISTANT TEACHER of HISTORY with GEOGRAPHY in the Lower School. Ability to teach CSE Mode 3 an advantage if Sociology could also be offered to Sixth Form level.
Scale 1 post could be available for a suitably qualified candidate although new entrants to the profession are welcome to apply.
Apply by letter to the Headmaster giving the names and addresses of two referees, and enclosing a stamped addressed envelope.
London Allowance payable.

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
HIGH RIDGE COMPREHENSIVE SCHOOL
Doncaster Road, Scunthorpe
Headmaster: G. D. Fish
(Number on roll: 1,200)
TEACHER required from 1st September, 1976, to teach HISTORY and some ENGLISH (Scale 1) in this 4-form entry 11-16 mixed comprehensive school for pupils aged 11 to 16 years.
Application forms may be obtained from the Headmaster at the above address. This appointment is subject to the passing of a satisfactory medical examination and should be returned by 14th June, 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHATHAM HOUSE GRAMMAR SCHOOL
Ramsgate
(Roll: Boys 900 in Sixth Form)
Required for September:
TEACHER of HISTORY and well-organised HISTORY specialist to teach throughout the school and willing to assist in a subsidiary capacity with games.
Apply by letter to the Headmaster as soon as possible in writing in the Headmaster giving the names of two referees.

TONBRIDGE/MALLING DIVISION
AYLESFORD SCHOOL
Teapot Lane, Aylesford, Near Maidstone, Kent
(1200 + mixed)
TEACHER for HISTORY, subsidiary English, to join a friendly staff in a pleasant residential area north-west of Maidstone and to be organised as a High School for the Diamond-side scheme. There is opportunity for early retirement for able career teachers both to subject departments and in pastoral posts.
Application by letter to the Headmaster with curriculum vitae and names of two referees.

Other Posts on Scale 2 and above

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY DIVISION

THE ARCHBISHOP'S SCHOOL
Canterbury
(Roll 1,000)
Required September, 1976:
TEACHER of HISTORY to join the Humanities Faculty to teach to CSE and O level. Legal expenses up to £300 and assistance with removal expenses may be considered where applicable.
Application forms available from the Headmaster, on receipt of a stamped addressed envelope.
Applications, when received, will be considered in order of receipt.

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL
Long Lane, Hillingdon, Hayes UB3 4DB
(Number on roll 708. 25 in Sixth form)
Headmaster: T. B. McCulley, M.A.
Harlington is an expanding split-site comprehensive school with extensive intake in September, 1976.
Required September:
GRADUATE TEACHER to head the Department of MATHEMATICS
Also required GRADUATE for September to fill DEPARTMENTAL POST in the Lower School curriculum is a combination of Humanities and Mathematics (CSE) leading to the 16-plus examination.
Applicants must be committed in the lower school and able to develop and organise work at this level.
New upper school building has a fully equipped Mathematics suite.
Please apply by letter for particulars and the names of two referees.
Salary: Burnham Scale 1 (£2,331-£3,060) with allowance for graduate and some assistance with removal expenses may be possible.

LINCOLNSHIRE
HEAD OF MATHEMATICS
GRANTHAM G.N. WHITEHOUSE C.E. (VOLUNTARY AIDED) SECONDARY SCHOOL
Salary Scale 3.
(Roll 820)
Required for Autumn Term, 1976, as soon as possible thereafter:
HEAD OF MATHEMATICS to succeed Mr. R. F. Cox, O.B.E. (retired) after nearly 20 years' service. Qualified graduate with good honours in Mathematics, with proven ability in organisation and leadership. Responsibility for the Mathematics Department, Mr. Wulfruna C.E. Secondary School, Lincoln.
Application forms and further particulars obtainable from the Headmaster, St. Wulfruna C.E. Secondary School, Lincoln. Completed forms, addressed envelope enclosed, to be submitted as soon as possible.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
WASHINGTON SCHOOL
(Roll 1,000)
Wood Lane, Washington, Tyne and Wear
Required for September, 1976, or sooner:
TEACHER of HISTORY to teach throughout the school.
Scale 1 (£2,331-£3,060).
Application forms and further particulars may be obtained from the Headmaster, Mr. Ian Stevenson, M.A., to whom completed forms should be returned as soon as possible.

WARWICKSHIRE
COLESHILL SCHOOL
Coventry Road, Coleshill
Warwickshire B46 3BP
11 to 18 mixed
(1,000 pupils.
Required September, 1976:
TEACHER of HISTORY to teach throughout the school.
Application forms and further details from the Headmaster.

Other Posts on Scale 2 and above

BEDFORDSHIRE
EDUCATION SERVICE
SANDHILL SCHOOL
Sandhill Drive, Bedford
(Roll 1,000)
Required for September, 1976:
TEACHER of HISTORY to take charge of a small department and to take History to CSE and O level.
Above apply to the Headmistress with testimonials, giving the names and addresses of two referees.

CANTERBURY DIVISION
THE GODFREY CHARGER SCHOOL
Spring Lane, Canterbury CT1 1HT
(Roll 1,000)
Required for September to join the Humanities Department:
TEACHER of HISTORY to teach throughout the school. Economics/Sociology would be an advantage. Applicants should have been developed and trained for C.S.E., O and A level work.
Scale 2 post.
The school receives a seven-form entry from the surrounding area. The facilities are new and excellent.
Further details can be obtained from the Headmaster to whom letters of application naming two referees should be submitted.

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
CANTERBURY DIVISION

A HISTORY TEACHER to join the Humanities Faculty required for September. A specialist Economics/Sociology would be an advantage. Applicants should have been trained for C.S.E., O and A level work and be sufficiently experienced to undertake a teaching commitment in the Lower School.
Application forms and further particulars may be obtained from the Headmaster, The Archbishop's School, Canterbury, to whom completed forms should be returned as soon as possible.

Mathematics

Heads of Department

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and maintenance expenses are payable in approved cases. Details of the mobility of labour scheme can be obtained at the time of application.

NICHOLSWOOD COMPREHENSIVE SCHOOL
The Hides, Hadrow
Tel: Harlow 30272

HEAD OF MATHEMATICS
Scale A. Required January, 1977, or sooner if appropriate and imaginative leadership ability for this very good 11-18 comprehensive leading to comprehensive education and teaching opportunities are excellent. Responsibility range 2 to 3 points.
Application forms and further particulars may be obtained from the Headmaster, to whom completed forms should be returned as soon as possible.

WARWICKSHIRE
CAMPION HIGH SCHOOL
Bydenham Drive, Leamington
(Roll 1,000 to 1,200)
(1,000 on roll)
Required September, 1976:
GIRLS' Scale 2 post for MATHEMATICS
On receipt of stamped addressed envelope.

WARWICKSHIRE
COLESHILL SCHOOL
Coventry Road, Coleshill
Warwickshire B46 3BP
11 to 18 mixed
(1,000 pupils.
Required September, 1976:
HEAD OF MATHEMATICS to join a large Mathematics Department. Ability to teach Mathematics at A level.
Further particulars and application forms from the Headmaster.

HAMPSHIRE
MID-HANTS AREA
THE WESTGATE SCHOOL
Winchester
(11 to 16 comprehensive; mixed; 875 on roll)
Required September, 1976: HEAD OF MATHEMATICS (Scale 3). Applicants must be graduates with good honours in Mathematics and have had experience of teaching up to A level. Ability to organise and lead a team of teachers.
Application forms and further particulars from the Headmaster, Mr. J. Hall, M.A., to whom completed forms should be returned as soon as possible.

ONGAR COMPREHENSIVE SCHOOL
Fyfield Road, Ongar, Essex
(Roll 1,000)
Required September, 1976:
HEAD OF MATHEMATICS (Scale 3). Further Mathematics at A level.

ESSEX
COUNTY COUNCIL
Generous grants for removal, lodging and maintenance expenses are payable in approved cases. Details of the mobility of labour scheme can be obtained at the time of application.

BILLERICAY COMPREHENSIVE SCHOOL
Billericay
(Group 12)
(Roll approximately 1,500)
Mayflower Road
Billericay (0277 52)
Telephone: 03-774 59151

HEAD OF COUPLED STUDIES

Scale 2 with possible Scale 3 (£3,651 and £4,302) (Burnham Scale 1 with London Area Allowance).
Applications are invited for the above post which is available from the Head Teacher on receipt of a stamped addressed envelope (foolscap).

FARNHAM/GOSPORT AREA
ST. ANNE'S SCHOOL
St. Anne's Cross, Lavant
Chichester (0243) 3111
11 to 16 mixed Comprehensive
(Roll: 1,000)
Required for September, 1976:
TEACHER of MATHEMATICS to teach throughout the school. Experience in teaching up to O level desirable.
Scale 1 (£2,331-£3,060).
Application forms and further details from the Headmaster.

PORTSMOUTH AREA
MAYFIELD SCHOOL
Mayfield Road, Portsmouth
(Roll 1,000)
Required for September, 1976:
HEAD OF MATHEMATICAL STUDIES FACULTY to lead a team of 7 teachers in a mixed ability organisation consisting of Mathematics, Physics and Resources Area. Ability to teach Mathematics to all forms in the first year.
Application forms and further particulars may be obtained from the Head of Mathematical Studies, to whom completed forms should be returned as soon as possible.

GLOUCESTERSHIRE
ROYAL FOREST OF DEAN
HIGH SCHOOL
Cherry Hill
Lydney (0594 42) 2241
Required for September, 1976:
TEACHER of MATHEMATICS to teach throughout the school. Scale 1 post for well qualified teacher with A level Mathematics.
Applications by letter giving full details of qualifications, experience and names and addresses of two referees to the Headmaster.

HAMPSHIRE
FARNHAM/GOSPORT AREA
ST. ANNE'S SCHOOL
St. Anne's Cross, Lavant
Chichester (0243) 3111
11 to 16 mixed Comprehensive
(Roll: 1,000)
Required for September, 1976:
TEACHER of MATHEMATICS to teach throughout the school. Experience in teaching up to O level desirable.
Scale 1 (£2,331-£3,060).
Application forms and further details from the Headmaster.

LEICESTERSHIRE
CITY OF LEICESTER BOYS'
Downing Drive, Leicester
Comprehensive; mixed; 11 to 16on August, 1976. full.

MATHEMATICS
Scale 1 and according to experience and qualifications.

GRADUATE MATHEMATICS with possibility of Scale 2 for person with the ability to form teams with the Head of Department and to assist in the School Teacher courses.

PORTSMOUTH AREA
MAYFIELD SCHOOL
Mayfield Road, Portsmouth

Required for September, 1976:
HEAD OF MATHEMATICAL STUDIES FACULTY to lead a team of 7 teachers in a mixed ability organisation consisting of Mathematics, Physics and Resources Area. Ability to teach Mathematics to all forms in the first year.
Application forms and further particulars may be obtained from the Headmaster. An ability to teach Mathematics to A level is considered as important as academic qualifications. Scale 2 post.
Application will be available for certain Scale 1 posts for applicants who have the right experience to take reasonable responsibility within the Department for Mathematics in the Lower School. Applicants will be enthusiastic on the pastoral side.
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE99 2BN, should be returned to the Head Teacher, West Denton High School, West Denton Way, Newcastle upon Tyne, NE5 1NE, before the closing date.

NEWHAM
(London Borough of)
ST. JOHN'S R.C. SCHOOL
Prince Regent Lane, London E13 8AW
(Roll 1,050 and on roll with emerging sixth form)
Head Teacher, Mr. F. J. Lawn
Required September, 1976:
HEAD of MATHEMATICS/SCIENCE DEPARTMENT
Experienced MATHEMATICS TEACHER to undertake a teaching commitment in the lower school and Science Department.
Mathematics is available across the ability range. The R.M.P. approach is available throughout the school. Mixed ability groups in the lower school would integrate the Mathematics and Science teaching. Setting in the upper school would ensure the appropriate subject interests for candidates.
Apply by letter, giving full curriculum vitae and names, addresses and telephone numbers of two referees to the Headmaster.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT

WORCESTER NUNNERY WOOD HIGH SCHOOL
Specialist Sports College
Worcester (0905 53444)
(Group 11—1,100 on roll)
Required for September, 1976, or as soon as possible thereafter:
TEACHER of MATHEMATICS qualified and experienced to teach A level. Also TEACHER of MATHEMATICS to teach to the MATHEMATICS Scheme throughout the school. Ability to teach CSE Mode 3 and O level and Mode 3. Candidates must possess mathematical qualifications and demonstrate enthusiasm and organisational ability.
Application forms and further details obtainable from the Headmaster on receipt of a stamped addressed envelope (foolscap).

LINCOLNSHIRE
ASSISTANT MISTRESS
CHRISTOPHER ROBIN SCHOOL
Sleaford (0529) 302121
Required September, 1976:
ASSISTANT MISTRESS to teach MATHEMATICS to CSE and O level candidates. Ability to teach Mathematics to A level desirable.
Application forms and further particulars may be obtained from the Headmistress, Miss M. Wilkinson, B.A., to whom completed forms should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Goldsel Road, Swanley
Telephone: Swanley 66211
(Roll: 1,000)
Required in September, 1976:
TEACHER of MATHEMATICS to teach throughout the school. Ability to teach Mathematics to A level.
Scale 2 post.
Application forms and further particulars from the Headmaster, to whom completed forms should be returned as soon as possible.

ONGAR COMPREHENSIVE SCHOOL
Fyfield Road, Ongar
(Roll 1,000)
Required September, 1976:
HEAD OF MATHEMATICS (Scale 3). Further Mathematics at A level.

Humanities

Heads of Department

WILTSHIRE
WARMINSTER KINGDOWN COMPREHENSIVE SCHOOL
Upton Scudamore
Warminster (0985 214411)
Required for January, 1977, or September, 1977:
HEAD OF DEPARTMENT for HUMANITIES (Scale 3). The Department covers Geography, History, Religious Education, Economics and Sociology. Applicants must be graduates with honours in Geography, History or Religious Education and have had experience of teaching up to A level. Ability to teach Humanities subjects to CSE and O level candidates and Sixth Form General Studies. Humanities courses are linked to Integrated Studies and Social Education.
The school is an 11-18 mixed Comprehensive and also caters for Sixth Form students from the surrounding area. Applicants should be able to develop the Humanities Department and contribute to the development of the school as a whole.
Application forms and further particulars may be obtained from the Headmaster, Mr. Ian Stevenson, M.A., to whom completed forms should be returned as soon as possible.

SUNDERLAND
(Borough of)
EDUCATION DEPARTMENT
WASHINGTON SCHOOL
(Roll 1,000)
Wood Lane, Washington, Tyne and Wear
Required for September, 1976, or sooner:
TEACHER of HISTORY to teach throughout the school.
Scale 1 (£2,331-£3,060).
Application forms and further particulars may be obtained from the Headmaster, Mr. Ian Stevenson, M.A., to whom completed forms should be returned as soon as possible.

WARWICKSHIRE
COLESHILL SCHOOL
Coventry Road, Coleshill
Warwickshire B46 3BP
11 to 18 mixed
(1,000 pupils.
Required September, 1976:
TEACHER of HISTORY to teach throughout the school.
Application forms and further details from the Headmaster.

SECONDARY
Mathematics
continued

HARINGEY
(Borough of)
HORNSEY SCHOOL
Tetherdown, Muswell Hill, N.10
(Roll 800)
Comprehensive School
Each with its own Hall
Required September, 1976:
TEACHER of MATHEMATICS to teach throughout the school. Ability to teach Economics/Sociology would be an advantage. Applicants should have been developed and trained for C.S.E., O and A level work.
Scale 2 post.
The school receives a seven-form entry from the surrounding area. The facilities are new and excellent.
Further details can be obtained from the Headmaster to whom letters of application naming two referees should be submitted.

HILLINGDON
(London Borough of)
HARLINGTON SCHOOL
Long Lane, Hillingdon, Hayes UB3 4DB
(Number on roll 708. 25 in Sixth form)
Headmaster: T. B. McCulley, M.A.
Harlington is an expanding split-site comprehensive school with extensive intake in September, 1976.
Required September:
GRADUATE TEACHER to head the Department of MATHEMATICS
Also required GRADUATE for September to fill DEPARTMENTAL POST in the Lower School curriculum is a combination of Humanities and Mathematics (CSE) leading to the 16-plus examination.
Applicants must be committed in the lower school and able to develop and organise work at this level.
New upper school building has a fully equipped Mathematics suite.
Please apply by letter for particulars and the names of two referees.
Salary: Burnham Scale 1 (£2,331-£3,060) with allowance for graduate and some assistance with removal expenses may be possible.

LINCOLNSHIRE
HEAD OF MATHEMATICS
GRANTHAM G.N. WHITEHOUSE C.E. (VOLUNTARY AIDED) SECONDARY SCHOOL
Salary Scale 3.
(Roll 820)
Required for Autumn Term, 1976, as soon as possible thereafter:
HEAD OF MATHEMATICS to succeed Mr. R. F. Cox, O.B.E. (retired) after nearly 20 years' service. Qualified graduate with good honours in Mathematics, with proven ability in organisation and leadership. Responsibility for the Mathematics Department, Mr. Wulfruna C.E. Secondary School, Lincoln.
Application forms and further particulars obtainable from the Headmaster, St. Wulfruna C.E. Secondary School, Lincoln. Completed forms, addressed envelope enclosed, to be submitted as soon as possible.

LINCOLNSHIRE
ASSISTANT MISTRESS
CHRISTOPHER ROBIN SCHOOL
Sleaford (0529) 302121
Required September, 1976:
ASSISTANT MISTRESS to teach MATHEMATICS to CSE and O level candidates. Ability to teach Mathematics to A level desirable.
Application forms and further particulars may be obtained from the Headmistress, Miss M. Wilkinson, B.A., to whom completed forms should be returned as soon as possible.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RAVENS WOOD SCHOOL
Central Road, Morden, Surrey
Headmistress: Miss M. Elkin, B.Sc. (Hons)
ASSISTANT TEACHER (or MISTRESS) required September, 1976, in this comprehensive school for boys and girls aged 11 to 18 years.
Location: Central Morden. Legal expenses up to £300 and assistance with removal expenses may be considered where applicable.
Application forms available from the Headmistress, on receipt of a stamped addressed envelope.
Applications, when received, will be considered in order of receipt.

NEWCASTLE upon Tyne
CITY OF
EDUCATION COMMITTEE
WESTERN HILL FIRST SCHOOL
Scotswood Road, Newcastle upon Tyne
ASSISTANT MATHEMATICS TEACHER required for September, 1976, to teach Mathematics throughout the school. Ability to teach Mathematics to A level desirable. Ability to play the piano and to participate in drama and music activities (girls will be accommodated).
Application forms, obtainable from the Director of Education, Civic Centre, Newcastle upon Tyne, NE99 2BN, should be returned to the Head Teacher, West Denton High School, West Denton Way, Newcastle upon Tyne, NE5 1NE, before the closing date.

NEWHAM
(London Borough of)
ST. JOHN'S R.C. SCHOOL
Prince Regent Lane, London E13 8AW
(Roll 1,050 and on roll with emerging sixth form)
Head Teacher, Mr. F. J. Lawn
Required September, 1976:
HEAD of MATHEMATICS/SCIENCE DEPARTMENT
Experienced MATHEMATICS TEACHER to undertake a teaching commitment in the lower school and Science Department.
Mathematics is available across the ability range. The R.M.P. approach is available throughout the school. Mixed ability groups in the lower school would integrate the Mathematics and Science teaching. Setting in the upper school would ensure the appropriate subject interests for candidates.
Apply by letter, giving full curriculum vitae and names, addresses and telephone numbers of two referees to the Headmaster.

RICHMOND UPON THAMES
(London Borough of)
RECTORY COMPREHENSIVE SCHOOL
Hanworth Road, Hampton, Middlesex
Telephone: 01-979 3199

Required for January or September if possible (a probationary appointment):
TEACHER of MATHEMATICS to teach MATHEMATICS to CSE and O level and C.S.E. A Scale 2 post is available for a suitable candidate.
Applications should be made by letter to the Headmaster at the above address, giving details of qualifications and teaching experience together with the names and addresses of two referees.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH SCHOOL
Mixed Comprehensive
Fryston Hall, Castleford
Telephone: Castleford 553911
Required September, 1976, MASTER or MISTRESS to teach MATHEMATICS throughout the school to A level. A post available for a suitably qualified and experienced graduate. Applications will be welcome from well qualified new entrants to the profession.
Apply by letter to the Headmaster, Brightlee Hall, Castleford, giving full qualifications, experience and names and addresses of two referees.

LEICESTERSHIRE
CITY OF LEICESTER BOYS'
Downing Drive, Leicester
Comprehensive; mixed; 11 to 16on August, 1976. full.

MATHEMATICS
Scale 1 and according to experience and qualifications.

GRADUATE MATHEMATICS with possibility of Scale 2 for person with the ability to form teams with the Head of Department and to assist in the School Teacher courses.

LINCOLNSHIRE
ASSISTANT MISTRESS
CHRISTOPHER ROBIN SCHOOL
Sleaford (0529) 302121
Required September, 1976:
ASSISTANT MISTRESS to teach MATHEMATICS to CSE and O level candidates. Ability to teach Mathematics to A level desirable.
Application forms and further particulars may be obtained from the Headmistress, Miss M. Wilkinson, B.A., to whom completed forms should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
Goldsel Road, Swanley
Telephone: Swanley 66211
(Roll: 1,000)
Required in September, 1976:
TEACHER of MATHEMATICS to teach throughout the school. Ability to teach Mathematics to A level.
Scale 2 post.
Application forms and further particulars from the Headmaster, to whom completed forms should be returned as soon as possible.

BARKING
(London Borough of)
EASTBURY MANOR SCHOOL
Bastable Avenue, Barking
Required September, 1976:
MATHEMATICS TEACHER to teach subject throughout the school (two posts). Attachment to the Lower Sixth Mathematics Department would be an advantage. Ability to teach subject in the lower sixth would be welcomed.
BARKING ABBEY COMPREHENSIVE SCHOOL
(Roll 1,900)
Dagenham Road, Dagenham
MATHEMATICS—Specialist for work in Remedial Teaching Unit. Scale 1.
Specialist Teacher of MATHEMATICS to teach throughout the school.
London Allowance £462 p.a.
Reimbursement of removal expenses in approved cases.
Application forms obtainable from the respective Headteachers at the above schools, returnable by 17th June 1976.

BARNET
(London Borough of)
EDUCATION COMMITTEE
Hamilton Road, Hendon, NW4 1UG
(Number on roll 1,050)
Voluntary Aided; comprehensive; 11-18 mixed
Required September, 1976, TEACHER of MATHEMATICS, Mixed ability teaching in the first two years. Setting in the third year. Examination courses offered in C.S.E., O and A level. Ability to teach CSE Mode 3 to all pupils taking mathematics. Ability to teach Computer Studies and Mathematics. Resources and Learning Studies offered throughout the school.
Application forms and further particulars from the Headmaster, to whom completed forms should be returned as soon as possible.
Scale 1.

BERKSHIRE
HIGHDOWN COMPREHENSIVE SCHOOL
Surley Row, Emmer Green, Reading (RG4 8LH)
(11-16 mixed Comprehensive—1,480 on roll)
Headmaster: Mr. J. Clarke, B.A.

Applications are invited from qualified teachers for the post Scale 1, in the MATHEMATICS Faculty.
The MATHEMATICS G.M.P. but only to school and years one and two, is taught through mixed ability groupings. Homework is a nine form responsibility. Co-operative and cooperative methods of teaching are used.
Application forms and further details can be obtained from the Head of Mathematics. The school reserves the right to close applications at any time after the appearance of this advertisement.
Assistance with removal expenses may be available for married teachers only) in approved cases.

BERKSHIRE
HIGHDOWN SCHOOL
Tilehurst
Reading
Voluntary Aided, Church of England, Co-educational Grammar School
Required for September, MATHEMATICS TEACHER to teach to A level (Advanced Level). Ability to teach some physics essential. Assistance with removal expenses may be considered.
London Fringe allowance is paid.
Further particulars from the Headmaster to whom applications should be sent as soon as possible. The names of two referees should be given.

BERKSHIRE
SHAW HIGHER GIRLS' SCHOOL
Newbury (number on roll 720)
Required September, TEACHER for MATHEMATICS or Mathematics with another subject, which please state.
Scale 1 post available. Assistance with removal expenses in approved cases.
Applications from the Head Teacher, The Hermitage.

BERKSHIRE
THE HERMITAGE SCHOOL

SECONDARY
Mathematics
continued

HAMPSHIRE

FAREHAM AND GOSPORT AREA

BRIDGE EARLY SCHOOL

West Lodge, Gosport PO13 0BN
(11 m. to Chichester—Portsmouth)

A TEACHER for Traditional and Modern MATHEMATICS to join well-established department with courses to C.S.E., Mode 1, and G.C.E. 'O' and 'A' levels. Early well equipped Mathematics Laboratory.

NORTH-WEST AREA

CHARTBOURNE SCHOOL

Wessex Close, Basingstoke
(11 to 16 Mixed Comprehensive)

A TEACHER of MATHEMATICS to take the upper part of this six form Catholic comprehensive.

The school, at present in two sites is shortly to develop into one single fine modern comprehensive school in new buildings. Scale 1 is open to applications for experienced teachers, but applicants with Scale 2 will be welcome. Applications from teachers seeking first appointments will be given to specialising Graduates.

Applications in the first instance to the Headmistress.

Removal expenses—£100 per cent above £50 London Allowance £400 payable.

Forms of application (stamped addressed envelope) should be returned to the Deputy Director of Education, Queen's Gardens, Basingstoke.

SOUTHAMPTON AREA

MILLBROOK SCHOOL

Millbrook Road, Southampton
(Mixed Comprehensive, 950 on roll)

Required for September 1976: a TEACHER of MATHEMATICS to share in the teaching of Mathematics throughout the School. Applicants should be graduates with a specialist qualification in Mathematics and should be willing to participate in a wide range of activities in addition to their specialist subject. The post would suit an enthusiastic teacher with a keen interest in curriculum development and practical work. Scale 2 with responsibility allowance according to qualifications and experience. Further details and application forms may be obtained from the Headmaster.

Removal expenses—£100 per cent above £50 London Allowance £400 payable.

HAVERING

(London Borough of)
EDUCATION DEPARTMENT
THE SANDERS DRAPER SCHOOL
(Hall Lane, Upminster)
Sutton Lane, Hornchurch RM12 6RT
A Mathematics graduate for 11-18 Comprehensive School

Required September, 1976.

A TEACHER for MATHEMATICS with an ability to teach A level work throughout the School. The School is well equipped with a Mathematics Laboratory and Computer Terminal. Applications from graduates with specialist qualifications are welcomed. Scale 2 with responsibility allowance for suitable candidate.

There is a scheme for removal expenses.

Apply by letter to Head Teacher.

HARINGEY

(Borough of)
HIGH CROSS SCHOOL
Philip Lane, Tottenham, N.17
Development using Clarke Comprehensive school. Roll 1,100.

This School has recently been designated one of Social Priority and this will confer an additional allowance of £201 or £276 per annum.

TEACHER of MATHEMATICS required for September.

Nonesuch Mathematics (S.M.P.) has been introduced into the first three years and will be continued into the 4th year in September. There is a mixed ability grouping in the first two years and setting thereafter. Interest, enthusiasm and a willingness to experiment will be considered as important as academic qualifications. Scale 1 or 2 according to qualifications and experience will be available for candidates who have had some teaching and experience to take responsibility for the Mathematics in one of the Upper Schools in the Lower Section. Applications from graduates who have specialised in Mathematics will be welcomed.

Applications from candidates seeking a first appointment or a one year temporary appointment will be considered.

Removal expenses—£100 per cent above £50 London Allowance £400 payable.

Forms of application (stamped addressed envelope) available from the Divisional Education Officer, Education Offices, Somerset Road, N17 9EH

HEREFORD AND WORCESTER

EDUCATION DEPARTMENT
WASLEY HILLS HIGH SCHOOL
School Road, Halesowen, Hereford, Birmingham, B62 8AN
Required for September, 1976: a TEACHER of MATHEMATICS. Ability to teach to 'A' level a very desirable qualification. Scale 2 post. The school is a Grade II mixed comprehensive of 1,400 pupils, shortly situated south of Birmingham and close to junction 3 of the M5 Motorway.

Initial letter of application with curriculum vitae should be sent to the Headmaster as soon as possible, together with a stamped addressed envelope for acknowledgement.

London Allowance payable. Removal expenses may be paid.

HERTFORDSHIRE

COUNTY COUNCIL

NORTH HERTS DIVISION

BUNTING SCHOOL
Old Hale Way, Hitchin, SG5 1XT
(Open 620 educational blocks 7 yrs. to 13 yrs. 560 on roll by Sept. 1976)
Ability: Group 101

Tel: Hitchin 59922 55

TEACHER of MATHEMATICS required September 1976.

Applicants should be graduates, preferably well-equipped to provide courses in mathematical applications at all levels in addition to their specialist teaching subject. The School has its own computer terminal. Applicants should be capable of teaching mathematics to boys and girls and be willing to participate in a wide range of extra-curricular activities. The post would suit an enthusiastic teacher with a keen interest in curriculum development and practical work. Scale 2 with responsibility allowance according to qualifications and experience. Further details and application forms may be obtained from the Headmaster.

Removal expenses—£100 per cent above £50 London Allowance £400 payable.

HERTFORDSHIRE

COUNTY COUNCIL

EAST HERTS DIVISION

BISHOP'S HALL SCHOOL
College Road, Cheshunt
(11-18 mixed Comprehensive)

Required for September, 1976: a TEACHER of MATHEMATICS to teach Mathematics to C.S.E. and G.C.E. 'O' level, also 'A' level courses. Sufficient interest in developing approaches practical and less than average ability pupils. Scale 2 with London Allowance.

Application for Headmaster with curriculum vitae and names, addresses and telephone numbers of two referees as soon as possible.

HERTFORDSHIRE

COUNTY COUNCIL

STEVENAGE DIVISION

ST. MICHAEL'S C.C.
BOYS
All-ability
(Voluntary Aided)
(Group 101)
Sandown Road, Stevenage

MATHEMATICS SPECIALIST required September, 1976.

Lower work available.

Apply to Headteacher with curriculum vitae and the names of two referees.

Further particulars are available.

Removal expenses may be paid.

HERTFORDSHIRE

COUNTY COUNCIL

SIR FREDERIC OSBORN SCHOOL
Fishpool Lane
Welwyn Garden City
Hertfordshire AL7 3TA
(Mixed Comprehensive)

TEACHER of MATHEMATICS, Scale 1, required for September in this seven form entry Comprehensive School with large Sixth Form (270+). Possibility of Scale 2 for good work; and an interest in Statistics in 'A' level courses would be useful.

Applications in writing to the Headmaster at the School, giving curriculum vitae and citing two referees.

Applications in the first instance to the Headmaster.

HERTFORDSHIRE

COUNTY COUNCIL

EAST HERTS DIVISION

BISHOP'S HALL SCHOOL
College Road, Cheshunt
(11-18 mixed Comprehensive)

TEACHER of MATHEMATICS required September, 1976.

Scale 1 post—to join the department and to share in the teaching among the ability range up to and including 'A' and 'S' level. This appointment would suit a new entrant to the profession with ability to participate in one of school activities would be welcome.

Application forms and further details are available from the Headmaster at the School to whom completed forms should be returned by 14th June, 1976.

HERTFORDSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

DARTFORD DIVISION

SWANSCOMBE SECONDARY SCHOOL
Swanscombe Street, Swanscombe
DA10 0JD

TEACHER for MATHEMATICS from September. Suitable for candidates seeking first appointment.

Applications to Headmistress.

MAIDSTONE DIVISION

LENHAM (VILLAGE) SCHOOL
(600 Mixed)
Lenham, Maidstone

TEACHER for MATHEMATICS. Full programme of Modern Maths in operation.

Applications, naming two referees or testimonials, to

The ASTOR OF HEVER SCHOOL
Oakwood Road, Ashford
(600 Mixed)

High School with comprehensive entry. New buildings, mixed facilities, 6th Form.

Required September, 1976: a TEACHER of MATHEMATICS to teach mainly to 'O' level and C.S.E. standard. Mathematics graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

HILLINGDON

(London Borough of)
EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers for the following posts:—

HAREFIELD SCHOOL
Hillingdon Avenue, Harefield
(Mixed Comprehensive, 1,000 on roll)

TEACHER of MATHEMATICS required for September, 1976, to teach mainly to 'O' level and C.S.E. standard. Mathematics graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

HILLINGDON

(London Borough of)
EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers for the following posts:—

HAREFIELD SCHOOL
Hillingdon Avenue, Harefield
(Mixed Comprehensive, 1,000 on roll)

TEACHER of MATHEMATICS required for September, 1976, to teach mainly to 'O' level and C.S.E. standard. Mathematics graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

HOUNSLOW

(London Borough of)
EDUCATION COMMITTEE

Education Office, The City Centre, London Road, Hounslow, Middlesex TW3 1SS
LONGFORD SCHOOL
Longford Road, Feltham
TW13 7RN
Headmaster, Mr. G. C. L. Whisker, J.P.

Required September 1976:

A TEACHER of MATHEMATICS to join a well-established Mathematics Department in well-equipped buildings. Applicants should be graduates in all branches of Mathematics and should be willing to participate in a wide range of activities in addition to their specialist teaching subject.

If you are seeking your first appointment please state on the application form the specialist qualifications you have.

London Allowance £207 payable.

The Education Committee has power to consider applications from experienced teachers for responsible posts at salaries above the normal scales.

Further details and application forms may be obtained from the Headmaster at the School.

Applications by letter, giving curriculum vitae and the names of two referees, should be sent to the Headmaster as soon as possible.

HUNTINGDON

(County Borough of)
EDUCATION DEPARTMENT
LAST HERTS DIVISION
HUNTINGDON
HERSEL High School
Trinity Hanbury Road, Lane, Roade
Walk, Huntingdon, Cambs. Teaching
Comprehensive. Number on roll 1,500).

TEACHER of MATHEMATICS

Required September, 1976, in the upper school (6th form).

Scale 2 post—to join the department and to share in the teaching among the ability range up to and including 'A' and 'S' level. This appointment would suit a new entrant to the profession with ability to participate in one of school activities would be welcome.

Application forms and further details are available from the Headmaster at the School to whom completed forms should be returned by 14th June, 1976.

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT

DARTFORD DIVISION

SWANSCOMBE SECONDARY SCHOOL
Swanscombe Street, Swanscombe
DA10 0JD

TEACHER for MATHEMATICS from September. Suitable for candidates seeking first appointment.

Applications to Headmistress.

MAIDSTONE DIVISION

LENHAM (VILLAGE) SCHOOL
(600 Mixed)
Lenham, Maidstone

TEACHER for MATHEMATICS. Full programme of Modern Maths in operation.

Applications, naming two referees or testimonials, to

The ASTOR OF HEVER SCHOOL
Oakwood Road, Ashford
(600 Mixed)

High School with comprehensive entry. New buildings, mixed facilities, 6th Form.

Required September, 1976: a TEACHER of MATHEMATICS to teach mainly to 'O' level and C.S.E. standard. Mathematics graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

LONDON, E.C.2

CENTRAL FOUNDATION BOYS' GRAMMAR SCHOOL
Cowper Street, London EC2A 4AP
(Boys 11-18 Voluntary Aided Direct Grammar School, which is to be amalgamated with Central Foundation Girls' School in September, 1977.

Applications for both posts should be addressed to the Headmaster and should include full details of qualifications and experience and the names of two referees.

The school is situated close to Old Street Station (Northern Line) and is accessible from many parts of London and the Home Counties. Housing applications will be recommended.

LONDON, N.16

KINNERS' COMPANY'S SCHOOL
FOR GIRLS
Tyrwhitt Hill, N16 6HS

Required in September a full or part-time TEACHER to teach MATHEMATICS to girls in the first three years and to help some girls with G.C.E. 'O' level work. Scale 3.

Applications forms are obtainable from the Head Teacher, to whom they should be returned as soon as possible.

LONDON, S.E.1

ST SAVIOUR'S AND
ST OLAVE'S GRAMMAR SCHOOL
New York Road, S.E.1

Required September, 1976:

A TEACHER of MATHEMATICS to teach to G.C.E. and C.S.E. level.

London Allowance.

Assistance may be provided with removal expenses.

Application forms obtainable from the Headmaster to be returned to him as soon as possible.

LEICESTERSHIRE

LUTTERWORTH UPPER
SCHOOL
Bitteswell Road, Lutterworth
(Leicestershire Plan for the Organisation of Secondary Education
Upper 14 to 18
(Roll 1,455)

MATHEMATICS
Scale 3

Septembers TEACHER of MATHEMATICS to C.S.E. and G.C.E. 'O' level.

Among the duties will be the supervision of the work of the Head of Department from whom further particulars may be obtained. Stamped addressed envelope.

LEICESTERSHIRE

BARSON HIGH SCHOOL
Barton Road, Melton Mowbray
(Mixed Comprehensive)
In the Leicestershire Plan for the Organisation of Secondary Education
(Roll 870)

MATHEMATICS
Scale 1
From September

Apply (on form) with the names and addresses of two referees to the Head from whom further particulars may be obtained. Stamped addressed envelope A.

LONDON

(London Borough of)
EDUCATION DEPARTMENT

Applications are invited from suitably qualified teachers for the following posts:—

HAREFIELD SCHOOL
Hillingdon Avenue, Harefield
(Mixed Comprehensive, 1,000 on roll)

TEACHER of MATHEMATICS required for September, 1976, to teach mainly to 'O' level and C.S.E. standard. Mathematics graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

SEFTON

(Metropolitan Borough of)
EDUCATION COMMITTEE

BENTS HIGH SCHOOL
Bents Lane, Bagshill
11-18 Comprehensive School of 1,570 boys and girls.

Tel. No. 051-929 5414

Required for September, 1976:

MATHEMATICS GRADUATE to teach subject throughout the School (Scale 1).

Applications and further particulars available on receipt of a stamped addressed envelope from the Headmaster of the School.

SHEFFIELD

EDUCATION COMMITTEE

HIGH PARK SCHOOL
Barkston Road, Sheffield, S6 6SZ
(Aged 12 to 18 Comprehensive)

TEACHER of MATHEMATICS, part-time, to teach mainly to 'O' level and C.S.E. standard. Mathematics graduate with good honours degree and professional qualification. Approximately 8½ hours a week. Scale 3.

Applications forms are obtainable from the Head Teacher, to whom they should be returned as soon as possible.

SHROPSHIRE

EDUCATION COMMITTEE

MEOLE BRACE MODERN SCHOOL
Meole Brace, Shrewsbury
Shropshire
(11-16 Mixed)

TEACHER required for September, 1976, to teach MATHEMATICS to G.C.E.

Further details from the Head (stamped addressed envelope).

SHROPSHIRE

EDUCATION COMMITTEE

CHESS GRANGE SCHOOL
Kynaston, Oswestry
Required September, 1976: TEACHER of MATHEMATICS to 'O' level standard. Applicants should be graduates in Mathematics with specialist qualifications.

Further details from Head (stamped, addressed envelope).

SHROPSHIRE

EDUCATION COMMITTEE

CHESS GRANGE SCHOOL
Kynaston, Oswestry
Required September, 1976: TEACHER of MATHEMATICS to 'O' level standard. Applicants should be graduates in Mathematics with specialist qualifications.

Further details from Head (stamped, addressed envelope).

STAFFORDSHIRE

COUNTY COUNCIL

EASTERN AREA

JOHN TAYLOR HIGH SCHOOL
Barrow-under-Needwood
Sandy Lane, Barton-under-Needwood
(Mixed Comprehensive, 1,150 approximately)

Required in September, 1976, a TEACHER of MATHEMATICS to teach to 'O' level and C.S.E. standard. Graduate with specialist qualifications in Mathematics. Scale 1, to work throughout the School. Some knowledge of Computer Studies or Engineering would be an advantage.

Application should be made by letter as soon as possible and should give details of qualifications and experience together with the names and addresses of two referees to the Headmaster at the School, Dunstall Road, Barton-under-Needwood, Burton-upon-Trent DE13 8AR, or Area Education Officer, Eastern Area Education Office, Stafford, Burton upon Trent DE14 3HZ.

SUTTON

(London Borough of)
CLAY HOUSE SCHOOL
Glazier Lury Road, Morden
(Girls 11-16)

Required for September, 1976, an additional TEACHER of MATHEMATICS and some SCIENCE, preferably Physics, to teach mainly to the less able children in lower forms. Graduate with good honours degree and professional qualification.

Applications in the first instance to the Headmistress.

SUTTON

(London Borough of)
CRYSTAL PALACE HIGH SCHOOL
Cheam Common Road, Sutton, Surrey
(Girls 11-18 Comprehensive)

TEACHER required to take A.M.D. MATHEMATICS. Preferably with Computer work and Statistics. Graduate with Junior Forms. An interest in Sport would be an advantage. This is a small but expanding school with an open-plan building. Scale 1, good numbers and a friendly staff. Application forms from Headmistress, Miss J. E. Mindel.

Apply in the first instance to the Headmistress, Miss J. E. Mindel.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL

HEMSWORTH GRANGE SCHOOL
Pepperell Lane, Gawood, Wakefield
(Girls 11-16)

(1) TEACHER of MATHEMATICS Scale 2.

(2) TEACHER of MATHEMATICS Scale 1.

Required for September, 1976.

Applications from graduates with increased interest in the School's new computer facilities. Large and strong department in this large comprehensive purpose built 11-16 Comprehensive School. There will possibly be the opportunity to teach A level Maths in the future. It is essential that the person appointed has a sound knowledge of modern mathematical concepts and ideas and is willing to further the modern and specialised areas of Mathematics. Knowledge of Computer Studies or Science would be an advantage.

Application forms are obtainable from the Deputy Head Mistress and should be returned when completed to the Headmaster as soon as possible.

HIGHCLIFFE HOUSE SCHOOL
Lymington Road, Highcliffe
Required for September, a TEACHER of MATHEMATICS (S.M.P. Mode 3) to join a team of three teachers in the Mathematics Department. Scale 2 with London Allowance.

Application forms and further details of the post may be obtained from the Headmaster at the School.

Applications by letter, giving curriculum vitae and the names of two referees, should be sent to the Headmaster as soon as possible.

NORTH YORKSHIRE

(County of)
HIGHFIELD SCHOOL
(Coeducational, 1,500 pupils, 11 to 18 Girls 6th Form)

Required for September, 1976:

TEACHER of MATHEMATICS to end including 'O' level. Graduate with good honours degree, preferably in Mathematics, with professional qualifications and experience.

Application forms and further details of the post may be obtained from the Headmaster at the School.

Applications by letter, giving curriculum vitae and the names of two referees, should be sent to the Headmaster as soon as possible.

NORTH YORKSHIRE

(County of)
HIGHFIELD SCHOOL
(Coeducational, 1,500 pupils, 11 to 18 Girls 6th Form)

Required for September, 1976:

TEACHER of MATHEMATICS to end including 'O' level. Graduate with good honours degree, preferably in Mathematics, with professional qualifications and experience.

Application forms and further details of the post may be obtained from the Headmaster at the School.

Applications by letter, giving curriculum vitae and the names of two referees, should be sent to the Headmaster as soon as possible.

NORTH YORKSHIRE

(County of)
LEEMING SCHOOL
Bedale, Northallerton, North Yorkshire DL8 2PE
(Mixed Comprehensive, 1,000 pupils)

Required for September, 1976:

TEACHER of MATHEMATICS to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

NORTH YORKSHIRE

(County of)
LEEMING SCHOOL
Bedale, Northallerton, North Yorkshire DL8 2PE
(Mixed Comprehensive, 1,000 pupils)

Required for September, 1976:

TEACHER of MATHEMATICS to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

NORTH TYNESIDE

(Metropolitan Borough of)
EDUCATION DEPARTMENT
LINSKILL HIGH SCHOOL
Linskill Terrace, North Shields
NE29 0JB
Headmaster: Mr. D. M. Simpson, B.A.

Required for 1st September, 1976:

Scale 1 TEACHER of MATHEMATICS to teach traditional Mathematics to pupils in the 11 to 16 range which offers 'O' level and subsidiary Mathematics, also two Mode 3 C.S.E. schemes.

Application forms are available on receipt of a stamped addressed envelope from the Headmaster, to whom they should be returned with two weeks of the appearance of this advertisement.

NORTH YORKSHIRE

(County of)
GUISBOROUGH SCHOOL
Whitby Road, Guisborough, North Yorkshire TS14 8HA
(Mixed Comprehensive, 1,100 pupils)

Required for September, 1976:

HEAD OF MATHEMATICS DEPARTMENT to lead a team of 6 teachers. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 4 with responsibility allowance available.

TEACHER of MATHEMATICS to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

NORTH YORKSHIRE

(County of)
WHITBY HIGH SCHOOL
Whitby, North Yorkshire
(Mixed Comprehensive, 1,100 pupils)

Required for September, 1976:

HEAD OF MATHEMATICS DEPARTMENT to lead a team of 6 teachers. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 4 with responsibility allowance available.

TEACHER of MATHEMATICS to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

ST. HELENS

EDUCATION COMMITTEE
RAINFORD SECONDARY SCHOOL
(1,000 mixed 11 to 16 years, designated 11 to 18)
Mosley Avenue, Rainford
St. Helens WA11 8BT

TEACHER of MATHEMATICS Scale 11.

Application forms are available from the Headmaster to whom they should be returned immediately.

WIRRAL

(Metropolitan Borough of)

BY HIGHER ROAD, Bebington
SCHOOL FOR BOYS
(Mixed, 11-18)

TEACHER of MATHEMATICS to teach to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

WOLVERHAMPTON

(Borough of)
EDUCATION COMMITTEE
EDUCATION COMMITTEE
MATHEMATICS TEACHERS required for the following posts:—

(1) TEACHER of MATHEMATICS to 'O' level and C.S.E. standard.

(2) TEACHER of MATHEMATICS to 'A' level and C.S.E. standard.

Further details from the Head (stamped, addressed envelope).

WOLVERHAMPTON

(Borough of)
EDUCATION COMMITTEE
REGIONAL COLLEGE
EDUCATION COMMITTEE
MATHEMATICS TEACHERS required for the following posts:—

(1) TEACHER of MATHEMATICS to 'O' level and C.S.E. standard.

(2) TEACHER of MATHEMATICS to 'A' level and C.S.E. standard.

Further details from the Head (stamped, addressed envelope).

WOLVERHAMPTON

(Borough of)
EDUCATION COMMITTEE
REGIONAL COLLEGE
EDUCATION COMMITTEE
MATHEMATICS TEACHERS required for the following posts:—

(1) TEACHER of MATHEMATICS to 'O' level and C.S.E. standard.

(2) TEACHER of MATHEMATICS to 'A' level and C.S.E. standard.

Further details from the Head (stamped, addressed envelope).

Modern Languages
Heads of Department

BEXLEY

(London Borough of)
GRAVY MANOR HIGH SCHOOL
(Girls, 820 pupils)
Lion Road, Bexley
DA5 1PQ

Required September, 1976, a HEAD OF MODERN LANGUAGES DEPARTMENT to lead a team of 6 teachers. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Languages Project. Scale 4 with responsibility allowance available.

Application forms and further details available from the Headmaster on receipt of a stamped addressed envelope.

ESSEX

ESSEX COUNTY COUNCIL

Generous grants for music tuition and maintenance if parents' income is low. Details of the use of library of records and tapes, and application can be obtained at the time of interview.

HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road,
Hassenbrook, Essex
(Tel: Stanford-le-Hope 75566)

HEAD OF MODERN LANGUAGES

Scale 4. To lead team of four teaching French, German and Spanish to pupils aged 11 to 18 years. Ability to teach C.S.E., O and A level work. Graduate with good honours degree and professional qualification. Interest in developing modern methods which will be suitable for examination classes.

Applications by letter to the Headmaster, giving details of qualifications and experience, and the names, addresses and telephone numbers of two referees.

Application forms and further details available from the Headmaster.

BARNET

(London Borough of)
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Lane, London N11 3LX

TEACHER of MATHEMATICS required for September, 1976, to teach mainly to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

BARNET

(London Borough of)
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Lane, London N11 3LX

TEACHER of MATHEMATICS required for September, 1976, to teach mainly to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

BERKSHIRE

SHAW HOUSE SCHOOL
(11 to 16, Boarding and Day)
Newbury

Required September, TEACHER for 10½ hrs. with CLASSICAL SIDE and Scale 2 post.

Assistance with removal expenses, in suitable cases.

Applications from the Head Teacher of the School.

BERKSHIRE

DOWNSHIRE SCHOOL
Ascot

Required September, TEACHER for 10½ hrs. with CLASSICAL SIDE and Scale 2 post.

Assistance with removal expenses, in suitable cases.

Applications from the Head Teacher of the School.

BRISTOL

(City of)
Bristol Grammar School
(Direct Grant to become Independent in September, Present Entrance Limit Boys)

Required for September, 1976, a TEACHER of MATHEMATICS and FRENCH to all levels. Salary, qualifications and experience according to Burnham Scale. Applicants should have a good honours degree and a teaching qualification. Ability in Music would be welcome. Scale 2 post available for suitable applicant. Assistance with removal expenses.

Applications, giving curriculum vitae and enclosing the names of two referees, should be sent to the Headmaster (personal) Bristol Grammar School, Universal Road, Bristol BS8 1SR. Unsuccessful applicants will only be notified if they enclose a stamped addressed envelope.

BROMLEY

(London Borough of)

Subject to certain conditions, remission of tuition fees, maintenance allowances and grants to approved courses may be payable to teaching staff appointed to commence duties in January, 1977.

LANGLEY PARK SCHOOL FOR BOYS
Langley Park Road, Beckenham, Kent
(Voluntary Aided)
(To become Sixth Form 1400)

Required for September, 1976: a TEACHER of MATHEMATICS to teach A level. A willingness to participate in other activities would be an advantage. Scale 1.

Application forms and further details available from the Headmaster on receipt of a stamped addressed envelope.

Apply by letter, stamped addressed envelope, please to the Headmaster, stating age, present post, teaching qualifications, giving full details of qualifications and experience and the names and addresses of two referees.

BUCKINGHAMSHIRE

(County of)
EDUCATION COMMITTEE
BEACONSFIELD SECONDARY SCHOOL
Wattleton Road, Beaconsfield
(Mixed Comprehensive)

Required for September, 1976, a TEACHER of MATHEMATICS to teach mainly to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

BURNHAM

(Borough of)
Burnham Grammar School
Lent Rise Road, Burnham, Slough
(Boys 11-18 Voluntary Aided Direct Grant Grammar School)

TEACHER of MATHEMATICS required September, 1976, to teach mainly to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

BURNHAM

(Borough of)
Burnham Grammar School
Lent Rise Road, Burnham, Slough
(Boys 11-18 Voluntary Aided Direct Grant Grammar School)

TEACHER of MATHEMATICS required September, 1976, to teach mainly to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

BERKSHIRE

SHAW HOUSE SCHOOL
(11 to 16, Boarding and Day)
Newbury

Required September, TEACHER for 10½ hrs. with CLASSICAL SIDE and Scale 2 post.

Assistance with removal expenses, in suitable cases.

Applications from the Head Teacher of the School.

BERKSHIRE

DOWNSHIRE SCHOOL
Ascot

Required September, TEACHER for 10½ hrs. with CLASSICAL SIDE and Scale 2 post.

Assistance with removal expenses, in suitable cases.

Applications from the Head Teacher of the School.

CALDERDALE

(Metropolitan Borough of)
EDUCATION DEPARTMENT
BRIGHOUSE LAST HELD HIGH SCHOOL
Bradford Road, Brighouse
HD6 4AP

Required for September, 1976, a TEACHER of MATHEMATICS to teach mainly to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster on receipt of a stamped addressed envelope.

CAMBRIDGESHIRE

EDUCATION COMMITTEE

RAMSEY ABBEY SCHOOL
(Mixed, Boarding)
Ramsey, Huntingdon
Cambs. PE17 1DH

This Senior (11-18) Coeducational Comprehensive School requires for September, 1976, a qualified teacher of GERMAN to teach A Level and FRENCH, or of one of these languages with Music, to 'O' level. Ability in Music would be welcome. Scale 2 or 3 may be available for a suitable applicant. A temporary appointment will be considered.

Further particulars and application forms from the Headmaster.

CAMBRIDGESHIRE

HUNTINGDON AREA

ST IVO SCHOOL
High Leys, St. Ives, Huntingdon, Hunts.

Required for September 1976, a TEACHER for FRENCH and SPANISH to 'A' level. At first with more junior forms and roughly equal division of time in each subject.

Assistance is given with removal expenses.

Please apply at once by letter, with curriculum vitae and names of two referees, to the Headmaster of the School.

CAMBRIDGESHIRE

CAMBRIDGE AREA
THE NETTLEHAM SCHOOL
Queen Edith's Way, Cambridge

Required to join the 13 Comprehensive School (BIRMAN Specialist Scale 2 or 3) to teach up to 'A' level. Scale 2 post available for suitable candidate.

Apply for temporary appointment for one term may be considered.

Apply to the Headmaster (telephone Cambridge 42531) with full details and referees.

COLWYN BAY

PENRHOS COLLEGE
(Independent; 280 girls; boarding and day)

Required September:

Specialist to teach Geography and Biology. Scale 2 post.

Also other vacancies under Independent Schools—Modern Languages.

CORNWALL

EDUCATION COMMITTEE

Applications are invited for a scheme for removal expenses.

HAYLE SCHOOL
(11 to 18 Comprehensive Mixed)
Hayle, Cornwall (Tel. 3691)

Required September, 1976:

A TEACHER of MATHEMATICS to teach mainly to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

CROYDON

(London Borough of)
EDUCATION COMMITTEE

SOUTH BORO HIGH SCHOOL
(Mixed, Voluntary Aided)
Boundary Road, Carshalton
SM5 3HD

Required for September, 1976:

TEACHER of MATHEMATICS to teach mainly to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

CROYDON

(London Borough of)
EDUCATION COMMITTEE

SOUTH BORO HIGH SCHOOL
(Mixed, Voluntary Aided)
Boundary Road, Carshalton
SM5 3HD

Required for September, 1976:

TEACHER of MATHEMATICS to teach mainly to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

DORSET

HIGHCLIFFE COMPREHENSIVE SCHOOL
Lymington Road, Highcliffe, Christchurch
(11-18 Mixed)

Required September, 1976:

TEACHER of MATHEMATICS to share in the teaching of Mathematics throughout the School. Applicants should be graduates with a specialist qualification in Mathematics and should be willing to participate in a wide range of activities in addition to their specialist teaching subject. The post would suit an enthusiastic teacher with a keen interest in curriculum development and practical work. Scale 2 with responsibility allowance according to qualifications and experience. Further details and application forms may be obtained from the Headmaster.

Removal expenses—£100 per cent above £50 London Allowance £400 payable.

Forms of application (stamped addressed envelope) available from the Divisional Education Officer, Education Offices, Somerset Road, N17 9EH

DORSET

(County of)
PARKSTONE GRAMMAR SCHOOL
Sandy Lane, Parkstone
Poole, Dorset

Required September, 1976: TEACHER of FRENCH to share in the teaching throughout the School. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Languages Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

DORSET

(County of)
PARKSTONE GRAMMAR SCHOOL
Sandy Lane, Parkstone
Poole, Dorset

Required September, 1976: TEACHER of MATHEMATICS to share in the teaching throughout the School. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

EALING

(London Borough of)
EDUCATION SERVICE

DRAYTON MANOR HIGH SCHOOL
Drayton Manor Road, Hanwell
London W7

Required for September, 1976, a GRADUATE to teach MATHEMATICS at all levels to Sixth Form. Applicants should be graduates with a specialist qualification in Mathematics and should be willing to participate in a wide range of activities in addition to their specialist teaching subject. The post would suit an enthusiastic teacher with a keen interest in curriculum development and practical work. Scale 2 with responsibility allowance according to qualifications and experience. Further details and application forms may be obtained from the Headmaster.

To share in the teaching of German throughout and to take some French.

THE HURST SCHOOL
Brigstock Road, Somerset
Basingstoke, RG21 3NL
(11 to 18 Comprehensive)

TEACHER required for September, 1976, to join the Mathematics Department in this large Comprehensive School of 1,600 pupils. Scale 1 (£1,260 on roll).

Required for September, 1976, to teach MATHEMATICS to 'O' level and C.S.E. standard. Graduate with good honours degree and professional qualification. Interest in developing departmental practice in accordance with Nuffield Mathematics Project. Scale 2 with responsibility allowance available.

Application forms and further details available from the Headmaster, to whom they should be returned immediately.

EALING

(London Borough of)
EDUCATION SERVICE

DRAYTON MANOR HIGH SCHOOL
Drayton Manor Road, Hanwell
London W7

Required for September, 1976, a GRADUATE to teach MATHEMATICS at all levels to Sixth Form. Applicants should be graduates with a specialist qualification in Mathematics and should be

SECONDARY
Modern Languages continued

KENT
COUNTY COUNCIL
ONE ASHFORD DEPARTMENT
THE BARTLY GRAMMAR SCHOOL
Tenterden
(300 Boys)
Headmaster: R. Keller, B.A.

Required in January, 1977, a GRADUATE to teach FRENCH to Ordinary Level.

Applications, as soon as possible, to the Headmaster at the School, giving full details of age, education, qualifications and experience, and the names, addresses and states of two referees.

GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend
Required from 1st September, 1976, TEACHER of FRENCH and some German (Scale 1). The successful applicant will spend approximately one fifth of the teaching time with students reading German for "O" level and C.S.E. There are language assistants in addition to the teaching staff of the department.

Thames School is a mixed High School in the Thamesside Scheme which opened in 1968 and has now reached its maximum roll of 1,000 The school serves a large private housing estate on the East of Gravesend and is easily accessible from the A2. Applicants will be supplied with full details of the school and the Kent County Council scheme for mortgage assistance and distribution allowances.

Applications by letter to the Headmaster, Harnessings Scheme, Thong Lane, Gravesend, giving full details and the names and addresses of two referees.

MEDWAY DIVISION
CHATHAM—HIGHFIELD SECONDARY SCHOOL
Ratcliff Road,
Opal 7000
TEACHER for FRENCH with ENGLISH as a Second subject.
Applications by letter to the Headmaster quoting two referees, please.

CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Whitstable, CT5 3PG
(Co-educational—1,100 pupils)
Headmaster: G. E. Pike, B.A.
Required for September, ASSISTANT TEACHER for FRENCH STUDIES (Scale 1).

French is taught to all pupils in the first three years with the language content adjusted to the ability level and a large school option for C.S.E. and G.C.E. 'O' level. Language laboratory available.

Apply by letter immediately to the Headmaster at the school, giving names and addresses of two referees and full details.

DOVER DIVISION
DEAL SECONDARY
with Road, Deal
(Group 3)
TEACHER required September. The duties of this post involve teaching French and German to all pupils in the first three years with the language content adjusted to the ability level and a major school option for C.S.E. and G.C.E. 'O' level. Language laboratory available.

Apply by letter immediately to the Headmaster at the school, giving names and addresses of two referees and full details.

SO SECONDARY SCHOOL
Sandwich, CT13 9HU
(Co-educational—1,100 pupils)
Headmaster: G. E. Pike, B.A.
Required for September, ASSISTANT TEACHER for FRENCH STUDIES (Scale 1).

French is taught to all pupils in the first three years with the language content adjusted to the ability level and a major school option for C.S.E. and G.C.E. 'O' level. Language laboratory available.

Apply by letter immediately to the Headmaster at the school, giving names and addresses of two referees and full details.

DOVER DIVISION
DEAL SECONDARY
with Road, Deal
(Group 3)
TEACHER required September. The duties of this post involve teaching French to all pupils in the first three years with the language content adjusted to the ability level and a major school option for C.S.E. and G.C.E. 'O' level. Language laboratory available.

Applications, as soon as possible, to the Headmaster at the School, giving full details of age, education, qualifications and experience, and the names, addresses and states of two referees.

GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend
Required from 1st September, 1976, TEACHER of FRENCH and some German (Scale 1). The successful applicant will spend approximately one fifth of the teaching time with students reading German for "O" level and C.S.E. There are language assistants in addition to the teaching staff of the department.

Thames School is a mixed High School in the Thamesside Scheme which opened in 1968 and has now reached its maximum roll of 1,000 The school serves a large private housing estate on the East of Gravesend and is easily accessible from the A2. Applicants will be supplied with full details of the school and the Kent County Council scheme for mortgage assistance and distribution allowances.

Applications by letter to the Headmaster, Harnessings Scheme, Thong Lane, Gravesend, giving full details and the names and addresses of two referees.

MEDWAY DIVISION
CHATHAM—HIGHFIELD SECONDARY SCHOOL
Ratcliff Road,
Opal 7000
TEACHER for FRENCH with ENGLISH as a Second subject.
Applications by letter to the Headmaster quoting two referees, please.

CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Whitstable, CT5 3PG
(Co-educational—1,100 pupils)
Headmaster: G. E. Pike, B.A.
Required for September, ASSISTANT TEACHER for FRENCH STUDIES (Scale 1).

French is taught to all pupils in the first three years with the language content adjusted to the ability level and a major school option for C.S.E. and G.C.E. 'O' level. Language laboratory available.

Apply by letter immediately to the Headmaster at the School, giving names and addresses of two referees and full details.

DOVER DIVISION
DEAL SECONDARY
with Road, Deal
(Group 3)
TEACHER required September. The duties of this post involve teaching

LEEDS 1,897 B.A.
ST. MARY'S COLLEGE
Church Road
Required for September 1976 if this direct grant girls' school 1978 to full, 11 to 18 form) scheduled to become comprehensive.
TEACHER of MODERN LANGUAGES
Honours graduate to take COURSE throughout the school up to and including A level with emphasis on French.
Salary Scale 1 or 2 for suitable experienced applicant.
Apply to the Headmistress with curriculum vitae and names and addresses of two referees. Please do without delay.

LEICESTERSHIRE
THE WELLAND PARK COLLEGE
Welland Park Road, Market Harborough, Leicestershire
for the Organisation of Secondary Education
High 11 to 14
Mixed 11 to 16
(1,200 N.O.R.)
(Scale 1)

Required September to teach FRENCH across a wide ability range. A specialist and literary interest in mixed ability teaching in the early stages of Language learning essential.

Apply for the Governors with the names and addresses of two referees to the Clerk to the Governors, from whom further particulars may be obtained. (Stamped addressed envelope).

LINCOLNSHIRE
ASLACTON
ASLACTON COUNTY SECONDARY SCHOOL
Hale Road (0255)
Required from autumn term, 1976, or soon as possible thereafter, TEACHER of MODERN LANGUAGES (FRENCH and GERMAN) to Scale 2.

Curriculum vitae and the names and addresses of two referees should be sent as soon as possible to the Headmaster, Archbishop Holgate's Grammar School, Hull Road, York YO1 3HA.

MEDWAY DIVISION
CHATHAM—HIGHFIELD SECONDARY SCHOOL
Ratcliff Road,
Opal 7000
TEACHER for FRENCH with ENGLISH as a Second subject.
Applications by letter to the Headmaster quoting two referees, please.

CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Whitstable, CT5 3PG
(Co-educational—1,100 pupils)
Headmaster: G. E. Pike, B.A.
Required for September, ASSISTANT TEACHER for FRENCH STUDIES (Scale 1).

French is taught to all pupils in the first three years with the language content adjusted to the ability level and a major school option for C.S.E. and G.C.E. 'O' level. Language laboratory available.

Apply by letter immediately to the Headmaster at the School, giving names and addresses of two referees and full details.

DOVER DIVISION
DEAL SECONDARY
with Road, Deal
(Group 3)
TEACHER required September. The duties of this post involve teaching

ASHFORD DIVISION
TENTERDEN HOMEWOOD SCHOOL
(Boys and Girls)
Hall Road
Required September, 1976, ambitious, well-qualified TEACHER of FRENCH, up to Ordinary level. Experience of European Studies and ability to C.S.E. would be an advantage.
Possibility of a Scale 2 post for a suitably qualified applicant.

Applications to the Acting Head Teacher at the School.

KINGSTON upon Thames
(Royal Borough of)
BEVERLEY SCHOOL
Blake's Lane, New Malden, Surrey
(1,100 boys)
Required in September, 1976, a TEACHER for MODERN and FRENCH, Scale 2 post, or Scale 1 initially, available for a suitable candidate willing to take responsibility for developing the teaching of German through to "A" level. French specialists will be required to some "A" level available in work combining classics with modern languages and audio visual courses in the Rowley Tuning, Hughy, etc. would be an advantage.

London allowance.

Assistance with removal expenses may be given.

Application forms obtainable from the Headmaster at the school, to be returned by July 5, 1976, to Mr. Alan Cameron, Tel. 01-942 1766).

KINGSTON upon Thames
(Royal Borough of)
Richmond Road, Kingston upon Thames
(970 pupils)

Graduate TEACHER of FRENCH required in September, 1976, to share teaching throughout the school, including large A/L groups. Ability to work with Sixth Form to be an advantage.

Outer London allowance.

Apply by letter to the Headmistress as soon as possible, giving details of qualifications and experience and enclosing copies of two recent testimonials with names and addresses of two referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWAFFHAM SECONDARY SCHOOL
Swaffham
(770 mixed)
Scale 2 FRENCH.

Application forms and further details may be obtained from the Headmaster, Mr. D. W. Ockelton, M.A., B.Sc. (Econ.).

Required for September CHADUATE OR TRAINED TEACHER of FRENCH to teach to all subsidiary modern language, or who would be willing to do so.

Applications, by letter to the first instance, giving full details of name, age, qualifications and experience (if any) and quoting the names of two referees, should be sent to the Headmaster as soon as possible.

SURREY
COUNTY COUNCIL
NORTHCOTE GRAMMAR SCHOOL
Epsom Road
Ipswich
(1,000 pupils)
Headmaster: D. W. Ockelton, M.A., B.Sc. (Econ.)

Required for September CHADUATE OR TRAINED TEACHER of FRENCH to teach to all subsidiary modern language, or who would be willing to do so.

Applications, by letter to the first instance, giving full details of name, age, qualifications and experience (if any) and quoting the names of two referees, should be sent to the Headmaster as soon as possible.

SURREY
COUNTY COUNCIL
BISHOP FOX SCHOOL
Taunton Road, Milstead
13-16 Mixed Comprehensive
(Scale 3)

TEACHER of FRENCH to all abilities. Scale 1.

Applications to the Headmaster by letter.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
STRETFORD GRAMMAR SCHOOL FOR BOYS
Great Stone Road,
Stretford, M32 0YA
(1050 boys)
Telephone: 061-865 1524

MODERN LANGUAGES (Scale 1), GRADUATE to teach French or German with French or Games will be an advantage.

Full details will be sent to all applicants, who are asked to apply directly by letter giving full particulars of relevant details and the names of two referees to the Headmaster.

NORTH YORKSHIRE
(County of)
ARCHBISHOP HOLGATE'S GRAMMAR SCHOOL
Required for September, 1976, TEACHER of MODERN LANGUAGES (FRENCH and GERMAN); Scale 2.

Curriculum vitae and the names and addresses of two referees should be sent as soon as possible to the Headmaster, Archbishop Holgate's Grammar School, Hull Road, York YO1 3HA.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified teachers for the following post in—

MANSFIELD COMPREHENSIVE AREA
Rainworth Lane, Warsop, Nottingham—
Headmaster: J. M. Johnson, B.A.
(1,000 pupils)
Required for September, Honours GRADUATE (Scale 3) to teach FRENCH to "O" and A level and possibly C.S.E. to pupils in this newly developed Comprehensive School.

Applications (in writing) to the Headmaster, with names of two referees, if not already submitted.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
Director: Dr. Brinsley —
WINGFIELD COMPREHENSIVE SCHOOL
(1,100 to 18 mixed; approximately 200 in sixth form in due to approximately 150 in sixth form)
TEACHER for GERMAN FRENCH and ENGLISH, preferably 1.
(1) to 18 mixed; approximately 200 in sixth form in due to approximately 150 in sixth form)
TEACHER for FRENCH and GERMAN, Scale 2.
(1) to 18 mixed; approximately 200 in sixth form in due to approximately 150 in sixth form)
TEACHER for FRENCH and GERMAN, Scale 2.

Knowledge of audio-visual and audio-visual techniques an asset, but an advantage. Opportunity to work with sixth form work for a suitable applicant.

Application forms obtainable from the Principal Assistant (Secondary Education), Howard Street, Rotherham, Tel. [illegible], or Personnel Officer, Howard Street, Rotherham, Tel. [illegible]. Completed forms should be returned as quickly as possible.

ST. HELENS
EDUCATION COMMITTEE
BOHNS LANE SECONDARY SCHOOL
(11 to 16 years Comprehensive, Designated 11 to 18, from autumn, 1976, Direct Grant, 1977)
Bohns Lane, St. Helens
TEACHER of MODERN LANGUAGES
Graduate (Scale 1), preferably with German

Application forms are available from the Headmaster to whom they should be returned immediately.

SHEFFIELD
EDUCATION
KING EGBERT SCHOOL
Carter Knowle Road, Sheffield S8 9JR
(An 11 to 18 comprehensive)
Required for September, 1976
TEACHER of FRENCH, Scale 1.

Application forms are available from the Headmaster to whom they should be returned as soon as possible.

SHEFFIELD
EDUCATION
KING EGBERT SCHOOL
Carter Knowle Road, Sheffield S8 9JR
(An 11 to 18 comprehensive)
Required for September, 1976
TEACHER of FRENCH, Scale 1.

Application forms are available from the Headmaster to whom they should be returned as soon as possible.

SHROPSHIRE
EDUCATION COMMITTEE
LUDLOW C.E. SECONDARY SCHOOL
Ludlow, Salop
TEACHER of FRENCH to assist with development of upper school to 'O' level in growing school.

Further details from Head teacher, self-addressed envelope.

SHROPSHIRE
EDUCATION COMMITTEE
MADELEY HIGH SCHOOL
Comprehensive
Ironbridge, Shropshire
TEACHER of FRENCH. Interest in European studies and/or German courses.

Further details from Headteacher (stamped addressed envelope).

SUFFOLK
COUNTY COUNCIL
NORTHGATE GRAMMAR SCHOOL FOR BOYS
Ipswich
(1,000 pupils)
Headmaster: D. W. Ockelton, M.A., B.Sc. (Econ.)

Required for September CHADUATE OR TRAINED TEACHER of FRENCH to teach to all subsidiary modern language, or who would be willing to do so.

Applications, by letter to the first instance, giving full details of name, age, qualifications and experience (if any) and quoting the names of two referees, should be sent to the Headmaster as soon as possible.

SURREY
COUNTY COUNCIL
BISHOP FOX SCHOOL
Taunton Road, Milstead
13-16 Mixed Comprehensive
(Scale 3)

TEACHER of FRENCH to all abilities. Scale 1.

Applications to the Headmaster by letter.

TRAFFORD
(Metropolitan Borough of)
EDUCATION COMMITTEE
STRETFORD GRAMMAR SCHOOL FOR BOYS
Great Stone Road,
Stretford, M32 0YA
(1050 boys)
Telephone: 061-865 1524

MODERN LANGUAGES (Scale 1), GRADUATE to teach French or German with French or Games will be an advantage.

Full details will be sent to all applicants, who are asked to apply directly by letter giving full particulars of relevant details and the names of two referees to the Headmaster.

WILTSHIRE
KINGSDOWN SCHOOL
Station St. Margarets,
near Swindon, Wiltshire
(Mixed 11 to 18 Comprehensive School of Long pupils with a full complement of staff and set in a delightful area with easy access to the Cotswolds, the Marlborough Downs and the Upper Thames)
Headmaster: J. Kemp, M.A., M.Ed.

Required for September 1976, ASSISTANT MASTER/MISTRESS, Scale 1, for FRENCH. The ability to teach German would be desirable but not essential.

Application forms, as soon as possible to the Headmaster at the School, stating age, experience, qualifications, present salary, and the names, addresses and telephone numbers of present or last school or college.

WIRRAL
(Metropolitan Borough of)
ST. HUGH'S R.C. HIGH SCHOOL FOR BOYS
Park Road North, Birkenhead
Wirral, Merseyside

TEACHER of FRENCH. Scale 2 (with History Degree) desirable in the Faculty of Humanities. Full probationer.

Application forms and job description from the Headmaster of the School.

Music
Heads of Department

EALING
(London Borough of)
EDUCATION SERVICE
REYNOLDS HIGH SCHOOL
Gunnersbury Lane, Acton W3 8LQ
Required from September, 1976,
HEAD OF MUSIC, Scale 3, to develop music work throughout the School. There is already a wide range of peripatetic instrumental tuition.

London allowance of £351 plus social priority allowance.

In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal costs, temporary subsistence and travel expenses whilst looking for accommodation.

Forms obtainable from the Headmaster (stamped addressed envelope) to be returned as soon as possible.

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
AMBROSE FLEMING SCHOOL
(MIXED COMPREHENSIVE)
The Ride, Enfield EN3 7HB.
(Uoll: 1,300, rising to 1,500.)
Telephone 01-804 3765.

Required in September, 1976, or January, 1977, a suitably qualified and experienced TEACHER for HEAD of the MUSIC DEPARTMENT Scale 3. The Department is equipped with two specialist Music Rooms and three practice rooms.

Peripatetic teaching is provided for flute, clarinet and brass. The school choir, a brass band, a wind band and recorder groups are well established.

Mortgage facilities subject to funds being available. Consideration given to the following: removal expenses, maximum £300, generous assistance with relocation costs, temporary housing accommodation for up to six months at £10 per week housing allowance (up to four months in London).

Application forms obtainable from the Headmaster to whom they should be returned as soon as possible.

Other Posts on Scale 2 and above

DERBYSHIRE
EDUCATION COMMITTEE
PERIPATETIC INSTRUMENTAL TUTOR
Applications are invited from suitably qualified TEACHERS for the appointment from 1st January, 1977 or before if possible, to the following post in the Derby and South Derbyshire area:

PERIPATETIC STRING TUTOR. Scale 3

Application forms and further details may be obtained from the Education Office, 16 St. Mary's Gate, Derby DE1 3RY, (stamped addressed envelope). Completed applications to the Area Office not later than 18th June, 1976.

WALSALL
(Metropolitan Borough)
EDUCATION COMMITTEE
FRANK F. HARRISON COMPREHENSIVE SCHOOL
Lagnors Lane, Leamore, Walsall WS5 7NH
(1,400 mixed)
Required for September 1976 or January 1977:

A well qualified and experienced TEACHER to be HEAD of MUSIC DEPARTMENT Scale 3. The school is well provided with music and practice rooms and has a flourishing and developing strings.

Application to the Head Teacher at the above address.

WILTSHIRE
SALISBURY, SOUTH WILTS GRAMMAR SCHOOL
(900 pupils, Sixth Form 250)
Required for September or January, 1977, HEAD of MUSIC DEPARTMENT to be responsible for the work of a well established department and the supervision of peripatetic instrumental teachers, to develop music throughout the school to Sixth Form level and to be looking for a scholarly enthusiast who will improve upon already present standards and methods and develop the music curriculum.

Please apply with full details of qualifications and experience, and the names of two referees, to the Headmistress, Telephone number Salisbury 10724) 1532/7.

Other Posts on Scale 2 and above

DERBYSHIRE
EDUCATION COMMITTEE
PERIPATETIC INSTRUMENTAL TUTOR
Applications are invited from suitably qualified TEACHERS for the appointment from 1st January, 1977 or before if possible, to the following post in the Derby and South Derbyshire area:

PERIPATETIC STRING TUTOR. Scale 3

Application forms and further details may be obtained from the Education Office, 16 St. Mary's Gate, Derby DE1 3RY, (stamped addressed envelope). Completed applications to the Area Office not later than 18th June, 1976.

ESSEX
COUNTY COUNCIL
Vacancies exist for [illegible] and [illegible] types of [illegible] and [illegible] in appropriate cases. Details of salaries, conditions of service and [illegible] can be obtained from the Director of Education, County Hall, Chelmsford.

CHALVEDON COLLEGE
(11 to 16) 1,500
Wickford Avenue,
Basildon
Telephone: Basildon 97[illegible]

DIRECTOR OF MUSIC
Scale 3. Required to [illegible] September, 1976, a well qualified and experienced teacher of music, capable of organising and developing the music throughout the school. Applicants must be willing to work under the supervision of the Music Adviser, and interested in the [illegible] of instrumental music in the school. Knowledge of and interest in [illegible] and [illegible] would be welcomed.

Application forms and further particulars may be obtained from the Head Teacher, to whom completed forms should be returned as soon as possible.

ESSEX
COUNTY COUNCIL
Applications are invited from suitably qualified TEACHERS for the following posts:

ASSISTANT TEACHER of MUSIC required for September, 1976, to teach throughout the School in a [illegible] Scale 1.

ASSISTANT TEACHER of MUSIC required for September, 1976, to teach throughout the School in a [illegible] Scale 1.

Application forms and further particulars may be obtained from the Head Teacher of the School concerned, to whom completed forms should be returned as soon as possible.

HAMPSHIRE
FAIRHAM (GOSPORT)
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Southampton SO3 6DF
11 to 16 Comprehensive
(1,000 on roll)

TEACHER of MUSIC required in September, 1976, as the nucleus of two posts, to be filled by Friday, June 18th, 1976.

ESSEX
COUNTY COUNCIL
Graduate grants for personal, [illegible] and [illegible] are payable in approved cases. Details of the availability of housing and nursery education may be obtained at the time of application.

ONGAR COMPREHENSIVE SCHOOL
(Roll 1,500)
Hybrid Road, Ongar, CM5 9AW
Telephone: Ongar 3252

MUSIC
Lukanistic TEACHER required for September to undertake responsible [illegible] choral specialist interest. Scale 2 or 3 according to qualifications and experience.

TEACHER to be in charge of MUSIC to [illegible] Scale 1.

Please write to the Head for full curriculum vitae giving details of the duties of the post to whom completed application forms should be returned.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:

ASSISTANT TEACHER to teach [illegible] Scale 1.

The successful applicant will be part of the [illegible] and will be required to [illegible] to the Music Adviser, and interested in the [illegible] of instrumental music in the school. Knowledge of and interest in [illegible] and [illegible] would be welcomed.

Application forms and further particulars may be obtained from the Head Teacher of the School concerned, to whom completed forms should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTFORDSHIRE DIVISION
RIVERSMEAD SCHOOL
College Road, Cheshunt
11 to 18 years

[illegible] September, 1976, a [illegible] Scale 3 (with [illegible] and [illegible] to [illegible] Scale 2 post).

Applications from suitably qualified candidates should be sent to the Director of Education, Education Offices, Hertford

SECONDARY
continued

Physical Education

Heads of Department

ESSEX
COUNTY COUNCIL
Loughton County School, bullying and disturbance caused by pupils in adjoining area. Details of the available accommodation and temporary allocation can be obtained at the Education Office, Loughton.

THE FORUM PARK SCHOOL
(Roll 1,190)
Fourth-Form Entry
Head: Mr. D. Shaw
Ref: 3BB 7AA
(Roll 1,190)
HEAD OF DEPARTMENT
PHYSICAL EDUCATION
Scale 4. Required for January, 1977, or September, following number. 1976. A well-qualified and experienced Head of Department. The school has an outstanding record of success in field games. The facilities include pool, sports hall and gymnasium.
Application forms and further particulars may be obtained from the Head of the school, to whom completed application forms should be returned.

NEWHAM
(London Borough of)
SARAH BONNELL SCHOOL
Romney Road, London E17 4LP
(Girls aged 11 to 18)
Required for January: Miss Patson, B.A. The school is situated near Stratford Station and is easily reached by local line and several bus routes are within easy reach. Scale 3 post required in September, 1976 :—
TEACHER IN CHARGE OF PHYSICAL EDUCATION DEPARTMENT.
Scale 2 post required in September :—
PHYSICAL EDUCATION TEACHER
and visiting teachers of Judo, Fencing and Yoga.
Burnham Scale.
London Allowance £451.
Three Special Priority Allowances £201 each.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
S. Wilde, M.A., Ph.D
Director of Education
Town Hall, Broadway, Stratford E15 4BH.

REDBRIDGE
(London Borough of)
CHARLES SYDENHAM BOYS' SCHOOL
Gaskell Road,
Perryman's Farm Road, Barkingside (Girls)
Head: D. C. Edmonds
Required January, 1977 (Scale 2) is required to take charge of the PHYSICAL EDUCATION, GAMES and SWIMMING in this school. Football, cricket, athletics, basketball, rugger, hockey and swimming are taught, but the school also has very successful badminton, squash and lawn tennis teams. Other interests include sailing, canoeing, two sports and with the running of the school teams by boys and staff.
Must be a good disciplinarian.
Application forms available from and should be returned to the Headmaster at the school as soon as possible. Telephone: 01-504 1073, ext. 3.

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
WISBECH
WEST WOOD JUNIOR MIXED AND INFANT SCHOOL
Mail: Grove, March, Cambs.
(Roll 417)
Head: March 3033
Grade 2
Required for September, 1976 : Experienced TEACHER able to accept responsibility for BOYS' GAMES and PHYSICAL EDUCATION.
Scale 2 post.
Please apply by letter enclosing full details and names and addresses of two referees to the Headmaster, Mr. H. Cooper, at the above address by 15th June, 1976.

HAMPSHIRE

MID-HANTS AREA

THE MOUNTBATTEN SCHOOL
Whitchurch Lane, Romsey, Hants
(11 to 18 Comprehensive
Mixed: 1,065 on roll)
Scale 2 post available for suitably qualified applicant able to accept responsibility for GIRLS' PHYSICAL EDUCATION and act as Second in the Department.
Assistance with removal expenses in approved cases.
Please write to Head giving full curriculum vitae and the names, addresses of two education referees.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
CASTLE HAMPTON HIGH SCHOOL
Bromyard, Worcester B60 1BA
(Town carries entry for 11+ examination, 200 in sixth)
Required September :—
TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 2). Physical Education and GAMES throughout; participation in Hockey and Netball essential; Tennis, Athletics and Gymnastics would be welcomed. New university standard gymnasium with fully equipped changing facilities and access to playing fields and courts to be opened shortly.
Apply by letter with names of two referees, giving brief details of experience, to the Headmistress, Miss E. Hall, enclosing a stamped addressed envelope for acknowledgement and return of application.

KINGSTON upon Thames
(Royal Borough of)
INFANT AND JUNIOR SCHOOLS
Required for September, 1976 :
TEACHER IN CHARGE OF PHYSICAL EDUCATION
Scale 2 post.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. Wilde, M.A., Ph.D
Director of Education
Guildhall, Kingston upon Thames

READING
(London Borough of)
CHARLES SYDENHAM BOYS' SCHOOL
GAMES
Derryman's Farm Road, Barkinside (Girls)
Head: D. C. Edmonds
Required January, 1977 (Scale 2) is required to take charge of the PHYSICAL EDUCATION, GAMES and SWIMMING in this school. Football, cricket, athletics, basketball, rugger, hockey are taught, but the school also has very successful badminton, squash and lawn tennis is also taken. Other interests include sailing, canoeing, two sports and with the running of the school teams by boys and staff.
Must be a good disciplinarian.
Application forms available from and should be returned to the Headmaster at the school as soon as possible. Telephone: 01-504 1073, ext. 3.

Other Posts on Scale 2 and above

CAMBRIDGESHIRE
WISBECH
WEST WOOD JUNIOR MIXED AND INFANT SCHOOL
Mail: Grove, March, Cambs.
(Roll 417)
Head: March 3033
Grade 2
Required for September, 1976 : Experienced TEACHER able to accept responsibility for BOYS' GAMES and PHYSICAL EDUCATION.
Scale 2 post.
Please apply by letter enclosing full details and names and addresses of two referees to the Headmaster, Mr. H. Cooper, at the above address by 15th June, 1976.

HAMPSHIRE

MID-HANTS AREA

THE MOUNTBATTEN SCHOOL
Whitchurch Lane, Romsey, Hants
(11 to 18 Comprehensive
Mixed: 1,065 on roll)
Scale 2 post available for suitably qualified applicant able to accept responsibility for GIRLS' PHYSICAL EDUCATION and act as Second in the Department.
Assistance with removal expenses in approved cases.
Please write to Head giving full curriculum vitae and the names, addresses of two education referees.

HEREFORD AND WORCESTER
(County Council of)
EDUCATION DEPARTMENT
CASTLE HAMPTON HIGH SCHOOL
Bromyard, Worcester B60 1BA
(Town carries entry for 11+ examination, 200 in sixth)
Required September :—
TEACHER of GIRLS' PHYSICAL EDUCATION (Scale 2). Physical Education and GAMES throughout; participation in Hockey and Netball essential; Tennis, Athletics and Gymnastics would be welcomed. New university standard gymnasium with fully equipped changing facilities and access to playing fields and courts to be opened shortly.
Apply by letter with names of two referees, giving brief details of experience to the Headmistress, Miss E. Hall, enclosing a stamped addressed envelope for acknowledgement and return of application.

KINGSTON upon Thames
(Royal Borough of)
INFANT AND JUNIOR SCHOOLS
Required for September, 1976 :
TEACHER IN CHARGE OF PHYSICAL EDUCATION
Scale 2 post.
Application forms may be obtained from the undersigned and should be returned as soon as possible.
J. Wilde, M.A., Ph.D
Director of Education
Guildhall, Kingston upon Thames

READINGS

SECONDARY
Science
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

GRAVESEND DIVISION
ST. GEORGE'S C.E. (VOLUNTARY AIDED) SCHOOL, Meadow Road, Longfield
PHYSICS or PHYSICS with CHEMISTRY is required for September, to be responsible for the subject throughout the school to "A" level standard.
The school, which has been built as a new school and is developing as an 11-18 co-educational comprehensive, has the facilities situated on the edge of the town.
Salary is presently on Scale 2 but there are good prospects of early promotion for the right person.
Apply with full details and the names of referees to the Head-master.

DARTFORD DIVISION
ABBEYFIELD COUNTY SECONDARY, Bourne Road, Whitfield, Dover
Closing date 16th June.
Required for this 11-16 co-ed county school, 50-student School Two TEACHERS IS (with a share of staff teaching CHEMISTRY, SCIENCE the leading county Grammar School and the Lower School and to specialise in the Upper School to O.S.E. and G.C.E. "O" level in
(1) BIOLOGY (Ref. 1)
(2) HUMAN BIOLOGY
Full details (including and essential) candidates whose posts could be at Scale 2.

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middx. HA8 7RJ
Head Queen Girls School. 800 pupils, including Independents
Required for September, 1976:-
(1) Qualified TEACHER in PHYSICS with good graduate qualifications. Large Sixth-Form. Level groups. Excellent laboratory facilities and supporting technician. Ability to teach Nuffield and or Individual Physics essential.
Burnham Salary Scale 2.
Applications by letter to the Headmistress giving names of two referees and stating hours if two part-time candidates may be made of the post. Further particulars may be had early, but not available until March 1976.

Applications to the Headmaster in the first instance, giving full qualifications and experience, the names and addresses of two referees.

STAFFORDSHIRE DIVISION
SEVACRE GIRLS' SCHOOL
Bagnall, Stoke-on-Trent. ST2 0JD
Required for September, 1976, TEACHER for one term only in the first instance. The post offers an opportunity of teaching pupils of varying abilities, including slow learners up to examination standard.
Candidates offering a small amount of LATIN will be given preference.

Re-advertisement
This vacancy occurs as a result of expansion of the department. Well-qualified MUSIC teacher. A candidate specialising in choral work will be preferred. The duties involve participation in a team teaching project which includes besides choral work, instrumental group tuition, musical appreciation and history of music.
There is a lively department of three with six part-time teachers. Over 100 pupils receive individual instrumental tuition and there is a flourishing orchestra.
Please state subsidiary subjects offered.
Application forms to be returned as soon as possible.

MIDDLESEX
NORTH LONDON COLLEGIATE SCHOOL
Canons, Edgware, Middx. HA8 7RJ
Girls' Open Girls School. 800 pupils, including Independents
Required for September, 1976:-
(1) Qualified TEACHER in PHYSICS with good graduate qualifications. Large Sixth-Form. Level groups. Excellent laboratory facilities and supporting technician. Ability to teach Nuffield and or Individual Physics essential.
Burnham Salary Scale 2.
Applications by letter to the Headmistress giving names of two referees and stating hours if two part-time candidates may be made of the post. Further particulars may be had early, but not available until March 1976.

WAKEFIELD (City of)
METROPOLITAN DISTRICT COUNCIL
CASTLEFORD HIGH SCHOOL
Mixed comprehensive

Required September 1976, MATHEMATICS TEACHER to teach to 'O' level and Sixth Form. Ability to teach Science for the 8-13 years is taught in the lower part of the school and some of the work in old be in this area. Scale 2 post is available for a suitably experienced candidate but the post initially will be for a Scale 1 teacher. Application should be made in writing.

Apply in letter in the first instance to the Headmaster, Head-ington Hall, Castleford, WF10 4HP for details of specific duties and qualifications and two referees to be supplied.

WAKEFIELD (City of)
Metropolitan District Council

NORMANTON SCHOOL

Wakefield Road, Horbury, near Wakefield
WF4 5JB Tel. 0924 Horbury 2011

Required for September 1976, TEACHER for SCIENCE (Nuffield Secondary Science) prepared to teach Physics to C.S.E. and 'O' levels. Scale 2 for suitable qualified and experienced candidate.

Apply to Headmaster.

WEST SUSSEX
SOUTHERN AREA

EASTBOURNE HIGH SCHOOL FOR GIRLS
South Lane, Ratton Road, Willingdon, Eastbourne
Tel. 0323 [illegible]

Required to September 1 TEACHER of CHEMISTRY, the department is developing and being reorganised and equipped. The teacher appointed will be required to help develop the Chemistry section of the department and some of the work will be in this area. Scale 2 post is available for a suitably experienced candidate but the post initially will be for a Scale 1 teacher. Application should be made in writing.

Grants toward removal and re-settlement expenses payable in approved cases.

Application forms from the Head at the School on receipt of stamped addressed foolscap envelope.

Scale 1 Posts

AVON COUNTY
PAGE SCHOOL FOR GIRLS
North View, Staple Hill, Bristol BS16 5QR

Required for September, TEACHER for SCIENCE and BIOLOGY and Year Adv. to cover Secondary Department of Science Department.

Stamped addressed envelope for further details and application form from the Head Mistress.

AVON COUNTY
KINGSWOOD SCHOOL
Kingswood, Bristol. BS15 4JT
Co-educational
Comp. 290 in Sixth Form
PHYSICS TEACHER to share teaching throughout school up to 'O' level. Science Interest would help with Boys of School Integrated work.
Scale 1-2 depending on qualifications.

Apply in full on forms to the Headmaster, giving details of curriculum time and names of two referees. Further particulars on receipt of stamped addressed envelope.

AVON COUNTY
WHITEHILL PREPARATORY SCHOOL
Bromley Road, Chilcompton, Bristol BS18 3HP
TEACHER of GENERAL SCIENCE with emphasis on Physics and Chemistry to the lower ability school. Special Priority Allowance.
Applications with names of two referees to Headmaster immediately.

BARNET
London Borough of
HENRY DOUGLASS R.C. (V.A.) SCHOOL
Hadley Road, Enfield, EN4 0PS
Tel. 01-449 5211
Comprehensive. Roll 1,150+
Required September 1976, TEACHER of BIOLOGY. Scale 1 - 2.
Nuffield Combined Science in first two years leading to G.C.E., C.S.E. (1), 'O' and 'A' level courses in Biology, Chemistry and Biology.
Apply in writing to Headmaster giving relevant details of experience and qualifications.
GRANGE HILL SENIOR HIGH SCHOOL
Abbots Road, Edgware
Middlesex HA8 0QH
Tel. 01-958 3160
Comprehensive. Co-educational 11-18 Roll 950 Sixth Form 272
Required September 1976, SCIENTIST to teach "A" level PHYSICS and CHEMISTRY. Inner London Education Authority Salary Scales.
Science Project to "O" and C.S.E. levels in years four and five. Scale 1.
Further details and application forms from the Headmaster.
In approved cases assistance may be given towards the cost of removal expenses and the head of department allowances.
Director of Educational Services.

BARNET
London Borough of
ST. MARY'S COLLEGE BOYS' SCHOOL
Hendon Lane, Finchley N3 1SN
Tel. 01-346 [illegible]
Sixth Form 140
01-346 [illegible]
Required September, 1976, TEACHER of MATHEMATICS with PHYSICS or MATHEMATICS with Nuffield Science available in third science for suitably qualified applicant.
Due to become comprehensive in September, 1976, when new premises will be ready for occupation.
In approved cases assistance may be given by way of payment of up to 100 per cent removal expenses and disturbance allowance.
Applications by letter to the Headmaster as soon as possible.
Director of Educational Services.

BERKSHIRE
BRAKENHALE SCHOOL
Reading Road, Wokingham
Tel. 0734 [illegible]
11-18 Mixed Comprehensive
Required for September a 1-2 SCIENCE Scale 2 post.
Applications from and further details from the Headmaster on receipt of stamped addressed envelope.

BERKSHIRE
HURST PLATT COMPREHENSIVE SCHOOL
Hurst Hall Road, Maidenhead
11-000 Co-educational
Required in September an ASSISTANT TEACHER for Social Subjects with the teaching of Nuffield Combined Science in the first and second years. Some teaching of Nuffield Science to 'O' level and CSE.
Application forms and particulars from the Headmaster.

BERKSHIRE
HANLEAZE SCHOOL
Bracknell
Wokingham
Co-educational Grammar
Required for September PHYSICS TEACHER to teach to 'A' level. Ability to teach some Chemistry would be an advantage. Combined Science is taught in the first two years.
Possibility of assistance with boarding and removal expenses.
London Fringe allowance is paid.
Further details from the Head-master to whom applications should be sent as soon as possible. The names of two referees should be supplied.

BEXLEY
London Borough of
WELLING SCHOOL
Hall Place, Welling
TEACHER of PHYSICS OR GENERAL SCIENCE required for September 1976. Applications from Scale 2 upwards.
London Area Allowance £449 Assistance may be given with removal expenses and disturbance allowance.
Application forms from Chief Education Officer, Education Offices, Crown Square, Manchester M60 8BB, to be returned to the Headmaster at the school as soon as possible.

BRISTOL
BRISTOL GRAMMAR SCHOOL
(Direct Grant, because independent in September 1976)
Clifton Road, Bristol BS8 1SR
(Tel. Bristol 732081)
Required for September, 1976, an ASSISTANT to teach CHEMISTRY up to and including A level and Nuffield Combined Science with Junior Forms. Burnham Scale 3 or Scale 2 for a well-qualified candidate.
The temporary appointment would be considered. Help with out-of-School activities, games or voluntary Duty Form would be welcome.
Applications, giving curriculum vitae and enclosing the names of two referees, should be sent immediately to the Headmaster, Bristol Grammar School, University Road, Bristol BS8 1SR. Unsuccessful applicants will only be notified if they enclose a stamped addressed envelope.

BROMLEY
London Borough of
EDUCATION COMMITTEE
Subject to certain conditions and closing dates, Assistant Teachers of Mathematics, Physics, Chemistry, Biology and Geography shall be appointed to Grades Main Scale, Scale 2 or Scale 3 according to qualifications and experience.
BANS SCHOOL
Mid-term entry (re-admission) to 11-16 Comprehensive
West Common Road, Bromley
Required for September
MATHEMATICS TEACHER to teach to 'O' level and Sixth Form. Scale 2 post available for a suitably qualified candidate. Ability to teach Physics to 'O' level would be an advantage.
Applications forms and particulars may be obtained from the Headmaster, Mr. D. Leggett, to whom completed forms should be returned within seven days of this advertisement.
Tel. 01-462 2727

BRYN
Queens Road
Application for admission into Reception Class for September, 1976, should be made to the Headteacher (Mrs. Davies, B.Ed.).
Required for September, 1976, Graduate Teacher with Honours degree in Biology to teach mainly to 'O' level and CSE level. Science Laboratory and Technician assistance. Scale 2.
Application forms may be obtained from the Headteacher, Bryn Secondary School, Queens Road, Bryn, Nr. Ashton-in-Makerfield, Wigan, WN4 0QA. Tel. Ashton-in-Makerfield 2727.

BURY
Metropolitan Borough of
ST. JOSEPH'S R.C. SECONDARY SCHOOL
Bamford Road, Whitefield
Manchester on rail 4[illegible]
Required for September 1, 19[illegible] TEACHER (Scale 1) for Subject. Candidates seeking post for teaching appointment should indicate this clearly when applying for post.
Forms of application simply terse and returnable to the Headteacher at the School by June 18, 1976.

CALDERDALE
Metropolitan Borough of
EDUCATION DEPARTMENT
BRIGHOUSE EASTFIELD SECONDARY SCHOOL
Stoney Lane, Clifton, Nr. Brighouse
Required for August, 1976, to fill a TEACHING POST of GENERAL SCIENCE Scale 2. In addition to excellent facilities and strong support in terms of ancillary staff, teaching would be divided between two well-equipped laboratories. Some Mathematics teaching also.
For further information of post write to Headmaster, Clifton Hall, Brighouse, HD6 4JX, enclosing stamped addressed envelope.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for remote posts.
SALTASH SCHOOL
Saltash, Cornwall PL12 4AY
(Comprehensive, aged 11 to 18 Roll 1,020)
Headmaster: J. G. P. Edwin, M.A. (Oxon)
Required in September, 1976, TEACHER of SCIENCE Scale 1 (possibly 2) qualified to teach 'O' level Physics. A candidate is needed with interest in developing work in a Comprehensive school. There are 11 members of the Science staff and honours graduates in Physics, Chemistry and Biology. Good laboratories and supervised equipped laboratory assistant. Pupils in the Sixth Form are honours graduates in Physics and public examinations to 'A' level. Which may be a large part of a balanced intake from the area. Catchment area is mixed rural and industrial. Salary on the Burnham scale.
Application forms and particulars may be obtained from the Headmaster, to whom completed forms should be returned within seven days of this advertisement.
Tel. 01-462 2727

BRYN
Queens Road
Application for admission into Reception Class for September, 1976, should be made to the Headteacher (Mrs. Davies, B.Ed.).
Required for September, 1976, Graduate Teacher with Honours degree in Biology to teach mainly to 'O' level and CSE level. Science Laboratory and Technician assistance. Scale 2.
Application forms may be obtained from the Headteacher, Bryn Secondary School, Queens Road, Bryn, Nr. Ashton-in-Makerfield, Wigan, WN4 0QA. Tel. Ashton-in-Makerfield 2727.

CORNWALL
EDUCATION COMMITTEE
There is a scheme for remote posts.
SALTASH SCHOOL
Saltash, Cornwall PL12 4AY
(Comprehensive, aged 11 to 18 Roll 1,020)
Headmaster: J. G. P. Edwin, M.A. (Oxon)
Required in September, 1976, TEACHER of SCIENCE Scale 1 (possibly 2) qualified to teach 'O' level Physics. A candidate is needed with interest in developing work in a Comprehensive school. There are 11 members of the Science staff and honours graduates in Physics, Chemistry and Biology. Good laboratories and supervised equipped laboratory assistant. Pupils in the Sixth Form are honours graduates in Physics and public examinations to 'A' level. Which may be a large part of a balanced intake from the area. Catchment area is mixed rural and industrial. Salary on the Burnham scale.
Application forms and particulars may be obtained from the Headmaster, to whom completed forms should be returned within seven days of this advertisement.
Tel. 01-462 2727

CROYDON
London Borough of
EDUCATION COMMITTEE
Invite applications from suitably qualified and experienced teachers for the following posts at Selsdon Park Road, South Croydon (Telephone 657 8311):
Head of Department of Mathematics to be responsible for the teaching of Mathematics throughout the comprehensive school with some responsibility for Computer Studies. Scale 4 (£4,221 - £4,761).
Assistant Teacher of Mathematics to teach throughout the comprehensive school. Scale 1 (£2,763 - £3,303).
Assistant Teacher of Biology to teach throughout the comprehensive school. Scale 1 (£2,763 - £3,303).
Assistant Teacher of Physics to teach throughout the comprehensive school. Scale 1 (£2,763 - £3,303).
It is hoped that the successful candidate will be able to commence duties at the beginning of the school year.
Salary—Burnham Scale 1 or 2 plus London Area Allowance.
Reasonable removal expenses will be reimbursed in approved cases.
Application forms for the above posts, returnable to the Headteacher at the above address as soon as possible.

CUMBRIA
EDUCATION COMMITTEE
CARLISLE PRIORY C.E. (VOLUNTARY AIDED) SCHOOL
Comprehensive. 11 to 16 mixed
Required September 1976, a TEACHER of ENGLISH and some CHRISTIAN KNOWLEDGE.
Further details from the Headmaster, Priory C.E. (V.A.) School, Carlisle.

CUMBRIA
EDUCATION COMMITTEE
KIRKBYMOORSIDE SECONDARY SCHOOL
Mixed 11-16 Mixed Roll 630
County: 11-16 Mixed: Roll 630
Required for commencement of autumn term, 1976, with possible earlier appointment, a TEACHER of MATHEMATICS with interest in Computer Studies.
Scale 2 post with responsibility for the subject.
Application forms from Chief Education Officer, Schools (17), Town Hall, Workington, Cumbria.

CUMBRIA
EDUCATION COMMITTEE
TRINITY SCHOOL
Carlisle
Comprehensive: 11 to 18 mixed (1,750)
Required for September 1976, a TEACHER of SCIENCE (Scale 1 to Scale 2) to teach mainly to 'O' level and CSE level. Ability to teach Physics to 'A' level would be an advantage. Nuffield Junior Science is taught in the first two years.
Application forms and further particulars from the Headmaster, Trinity School, Carlisle.

DERBYSHIRE
DERBYSHIRE COUNTY COUNCIL
Education Committee
Applications are invited for the following posts:
Assistant Teacher of Mathematics required for September, 1976, at Ecclesbourne Secondary School, Duffield, Belper. Scale 1 (£2,763 - £3,303).
Assistant Teacher of Mathematics required for September, 1976, at Parkside Community College, Swadlincote. Scale 1 (£2,763 - £3,303).
Assistant Teacher of Mathematics required for September, 1976, at Tupton Hall Comprehensive School, Tupton, Chesterfield. Scale 1 (£2,763 - £3,303).
Assistant Teacher of Mathematics required for September, 1976, at Whitfield Comprehensive School, Glossop. Scale 1 (£2,763 - £3,303).
Assistant Teacher of Mathematics required for September, 1976, at Wirksworth Comprehensive School, Wirksworth. Scale 1 (£2,763 - £3,303).
Assistant Teacher of Mathematics required for September, 1976, at Woodlands Comprehensive School, Dronfield. Scale 1 (£2,763 - £3,303).
Assistant Teacher of Mathematics required for September, 1976, at Wyaston High School, Ashbourne

SECONDARY
Science
continued

CUMBRIA
EDUCATION COMMITTEE
QUEEN ELIZABETH GRAMMAR SCHOOL
Penrith
Cumbria CA11 9LB
Tel: (0768) 62479 (Mrs Dodd)

Required to September, 1976, (Scale 1 or MISTRESS to teach BIOLOGY and other Combined Science in a strong department in this 11-18 Comprehensive High School catering for 1,000 pupils and with sixth form. Applicants must be graduates with good honours in Biology, and preferably with some experience. Assistance with removal and legal expenses.

DERBYSHIRE
EDUCATION COMMITTEE
LITTLEOVER SCHOOL
Pastures Hill, Derby DE3 7DD
11-16 Mixed Comprehensive
(960 on roll)

Required for September, 1976, (Scale 1) TEACHER for BIOLOGY (Scale 1) throughout the age and ability range.

Apply by letter to the Headmaster at the school, giving full curriculum vitae and names of two referees.

DERBYSHIRE
ADEPTION SCHOOL
Mixed Comprehensive, 1,050
1,000 on roll
Ripley, Derbyshire

Required for September teacher of) BIOLOGY to be able to teach Combined Science in the Lower School (Scale 1) and Applicants with some qualification in CHEMISTRY to teach CHEMISTRY to the 'O' level candidature.

Apply by letter giving details of qualifications and experience of the candidate and the names and addresses of two referees to the Headmaster, Derwent School, West Road, Spondon (Derby 650444).

DEVON
PAIGNTON SCHOOL
Waterleat Road, Paignton
TEACHER (Scale 1) required September for MATHEMATICS and GENERAL SCIENCE, and either CHEMISTRY or PHYSICS in Lower School (11 to 13 years).

Application forms (stamped addressed foolscap envelope) from the Headmaster (returnable by 18th June).

DEVON
CHRISTOW COMBINED SCHOOL
Christow
Exeter
EX6 7NN

Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER to teach Mathematics and Science to pupils with some experience. Assistance with removal and legal expenses possible.

DEVON
ST DAVID'S HIGH SCHOOL
Exeter
EX4 4DD

Applications are invited for the post of TEACHER of GERMAN to commence duties in September, 1976.

Further application particulars and curriculum vitae should be sent to the Headmistress, Miss Rosemary Hall, at the above address.

DORSET
BRANKSOME BOYS' SCHOOL
Middlebere Road, Bearwood 1071
Poole
Tel: (0202) 707181

Required for September, TEACHER of CHEMISTRY (Scale 1) to teach to 'O' level candidature.

Apply in Headmaster for further information.

DORSET
LYNGFORD SECONDARY
CHRISTCHURCH ROAD
Ringwood, Hampshire
Tel: (0425) 473131

Required September 1976:
TEACHER of BIOLOGY with subsidiary GENERAL SCIENCE or MATHEMATICS. Applications welcomed from final year students or non-teachers with some experience. Assistance with removal and legal expenses.

Application forms obtained addressed envelope) from the Headmaster (returnable by 18th June).

EALING
Ealing Borough
Education Office
Perceval House
Uxbridge Road
Ealing W5 2HL

Required for September, 1976, a TEACHER of CHEMISTRY to teach to 'O' level candidature in Boys' Comprehensive High School. Scale 1 post.

Application forms and further information may be obtained from the Headmaster, Dr. J. Hall, Ealing Grammar School for Boys, St. Mary's Road, Ealing W5 5RN.

EALING
Ealing Borough
Education Office
Perceval House
Uxbridge Road
Ealing W5 2HL

Required for September, 1976, a TEACHER of PHYSICS to teach to 'O' level candidature in Boys' Comprehensive High School. Scale 1 post.

Application forms and further information may be obtained from the Headmaster, Dr. J. Hall, Ealing Grammar School for Boys, St. Mary's Road, Ealing W5 5RN.

EAST SUSSEX
HASTINGS AREA
HASTINGS SCHOOL
Eastern Road, Hastings

Required for September, 1976, HEAD OF CHEMISTRY DEPARTMENT to be responsible for the teaching of Chemistry to all levels in a large, well equipped department. Candidates should be graduates with good honours in Chemistry, preferably with a Diploma in Higher Education, and should have had some experience of teaching Chemistry to 'O' level and CSE candidates. Scale 3 (£4,911-£5,598 inclusive) plus £300 per annum. Starting salary will be assessed according to qualifications and experience.

Application forms and further particulars may be obtained from the Headmaster, Mr. J. Hall, Ealing Grammar School for Boys, St. Mary's Road, Ealing W5 5RN.

ESSEX
[illegible]

Applications are invited for the following posts at the above School:

Required for September 1976 (Scale 1) TEACHER of CHEMISTRY with some Physics to teach to 'O' level candidature.

Required for September 1976 (Scale 1) TEACHER of MATHEMATICS to teach to 'O' level candidature.

Application forms may be obtained from the Headmaster, Mr. [illegible], to whom they should be returned as soon as possible.

GLOUCESTERSHIRE
BERKELEY SCHOOL
Berkeley
Gloucestershire
GL13 9BH

Required for September 1976 (Scale 1) qualified PHYSICS and CHEMISTRY teacher for 11-16 Comprehensive. Junior Chemistry experience desirable. Applications from graduates with good honours in Physics and Chemistry to Dr. Rodgers, Head of Science Department.

Full application particulars may be obtained from the Headmaster, Mr. [illegible], to whom applications should be sent.

HAMPSHIRE

EASTLEIGH CONSORTIUM AREA

DAY HOUSE SCHOOL
Count Lane, Eastleigh
Tel: (0703) 2[illegible]
11-16 Comprehensive
(1,000 on roll)

Required for September, 1976, (Scale 1) TEACHER of CHEMISTRY to teach to 'O' level candidature mainly to boys. Some teaching also to other pupils. Ability to teach to at least 'O' level and to take part in the Lower School General Science programme. Applicants should be graduates with excellent facilities.

Assistance with removal expenses in appropriate cases.

Apply by letter to the Headmistress giving full details of qualifications and experience and the names and addresses of two referees.

HARROW
London Borough of
EDUCATION COMMITTEE
THE SANDERS MEADE SCHOOL
Hall Lane, Kenton
Middlesex HA3 8SP
Tel: 907 2[illegible]

A six form entry single site 11-18 Comprehensive School.

Required September, 1976:

SCIENCE TEACHER (Scale 1) ready to take part in the general science work of the Lower School and to teach Chemistry to 'O' level. Suitable candidates will be graduates with a good honours degree in Chemistry and preferably with some experience of teaching Chemistry to 'O' level candidature.

Applications are invited from graduates with good honours in Mathematics for the post of Head of Mathematics Department (Scale 3) with responsibility for the organisation of the Mathematics Department and the teaching of Mathematics throughout the School. Candidates should have had some experience of teaching Mathematics to 'O' level candidature.

Application forms and further particulars may be obtained from the Headmaster, Mr. [illegible], to whom they should be returned as soon as possible.

HAVERING
London Borough of
EDUCATION DEPARTMENT
THE SANDERS MEADE SCHOOL
Hall Lane, Kenton
Middlesex HA3 8SP
Tel: 907 2[illegible]

A six form entry single site 11-18 Comprehensive School.

Required September, 1976:

SCIENCE TEACHER (Scale 1) ready to take part in the general science work of the Lower School and to teach Chemistry to 'O' level. Suitable candidates will be graduates with a good honours degree in Chemistry and preferably with some experience of teaching Chemistry to 'O' level candidature.

Applications are invited from graduates with good honours in Mathematics for the post of Head of Mathematics Department (Scale 3) with responsibility for the organisation of the Mathematics Department and the teaching of Mathematics throughout the School. Candidates should have had some experience of teaching Mathematics to 'O' level candidature.

Application forms and further particulars may be obtained from the Headmaster, Mr. [illegible], to whom they should be returned as soon as possible.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
WORCESTER GRAMMAR SCHOOL FOR GIRLS
Castle Street, Worcester
(Roll 1,000)

Required for September, 1976, (Scale 1) TEACHER of CHEMISTRY to teach to 'O' level candidature. Some teaching of Physics also likely.

Application forms and further particulars may be obtained from the Headmistress, Miss [illegible], to whom they should be returned as soon as possible.

HEREFORD AND WORCESTER
COUNTY COUNCIL
EDUCATION DEPARTMENT
WORCESTER GRAMMAR SCHOOL FOR GIRLS
Castle Street, Worcester
(Roll 1,000)

Required for September, 1976, (Scale 1) TEACHER of CHEMISTRY to teach to 'O' level candidature. Some teaching of Physics also likely.

Application forms and further particulars may be obtained from the Headmistress, Miss [illegible], to whom they should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS CONSORTIUM
DIVISION

FURNEUX PELHAM
Mill Lane, Cleobury
Nr. Buntingford
All-ability

TEACHER of CHEMISTRY (Scale 1) required September, 1976, to teach CHEMISTRY to CSE/O-level pupils and assist in general science. Applicants should have a good honours degree in Chemistry and preferably some experience. Assistance with removal expenses may be given in appropriate cases.

Application forms and further information may be obtained from the Headmaster, Mr. [illegible], to whom they should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION

VERULAM SCHOOL
Hampton Road, St. Albans
750 boys and girls
Comprehensive
Growth to 1,000 by 1978

Required for CHEMISTRY required September up to 'A' level, to teach some Junior Combined Science.

A former grammar school developing as a five form entry all-ability school since September, 1976.

Travel Allowance £441 per annum if eligible.

Apply to the Head Master naming two referees.

HERTFORDSHIRE
ST. GEORGE'S SCHOOL
Harpenden
Voluntary Aided Group X
Comprehensive
(Roll 1,000)

TEACHER required September to teach SCIENCE to 'O' level, including Combined Science. Lower School and some Mathematics.

Apply Headmaster with curriculum vitae and names of two referees.

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS
The Crescent, Watford

Required September:
TEACHER of PHYSICS to 'O' level, preferably with supporting Chemistry and Mathematics.

Initial Burnham allowance (£641).

Apply, in writing, to the Headmistress with names of two referees and copies of testimonials.

HERTFORDSHIRE
WILLIAM PENN SCHOOL
Shipdams Lane, Hoddesdonpark
Telephone 64782, Hoddesdon

Required for September, a TEACHER of PHYSICS (Scale 1, in the mixed all-ability 11-18 school, well equipped laboratories and two full-time technicians.

Apply, immediately to the Headmaster giving curriculum vitae and references and addresses of two referees.

HILLINGDON
London Borough of
MILLOW LANE SCHOOL
Hayes Road, Hayes End, Hayes
UB4 8HP
Tel: 5[illegible]

Required for September, 1976, a qualified PHYSICS and CHEMISTRY teacher to teach to 'O' level candidature. Applicants should also be able to teach Physics to 'A' level candidature.

Application forms and further details may be obtained from the Headmaster, Mr. [illegible], to whom they should be returned as soon as possible.

HILLINGDON
London Borough of
DOUGLAS HOUSE
Cardinal Avenue, Hayes
Middlesex UB4 8HD

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated. Inner London Area Payment (£391 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential; payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £78, but payments in excess of this amount may be considered in exceptional circumstances. Assistance towards the legal cost of home purchase (up to £900) and a grant towards incidental expenses of moving house may be paid in approved cases. In addition, a removal allowance may be paid if a dependent family have to be left in the previous home while new accommodation is obtained in London.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'A?' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Deputy Headships

LAIRDSIDE SCHOOL
St. Mark's Road, W10 6NN
Tel. 01-969 0238
Roll: Girls, 11 to 18 years; 1,000 boys, 11 to 19 years; comprehensive
Headmaster

GREENWOOD ACADEMY
Kingsland Road, Orpington, Kent BR5 4HR
Tel. Orpington 31111
Roll: 1,200 boys and girls, 11 to 16 years; comprehensive
Headmaster

HIGHLANDS SCHOOL
Highbury Hill, N5 1AR
Tel.: 01-226 1322
Required in September:
Experienced part-time teacher or Life (0.5) to foster the subject up to "A" level. Some experience of the Cambridge classics project and of C.S.E. Classical English an advantage.

COMMERCE

Scale 1 Posts

WOODBERRY DOWN SCHOOL
Woodberry Down, N4 2SH
Tel.: 01-800 1744
Roll: 1,200 boys and girls, 11 to 16 years; comprehensive
Required September 1976:
Well-qualified teacher to join well-established and fully equipped Commerce Department. Ability to teach Computer Studies essential. Appointment above Scale 1 possible for suitable applicant.

DRAMA

Scale 1 Posts

DICK SHEPPARD SCHOOL
Jubilee Hill, SW2 2QA
Tel. No. 01-674 1441
Roll: 1,700 girls and boys, 11 to 18 years; comprehensive
Headteaching: Mrs. M. B. Broadley, B.A.
The school is being reorganised as an 11-18 mixed comprehensive comprising two sites under the control of a single Head. The school is a temporary reformed 11-16 amalgamation with the Strand Boys' School in September 1976.
Required from September, 1976:
A qualified teacher of Drama with ability to teach some English. A Scale 2 post is available for a suitable candidate. The school has a special Drama Practice Room and a well-equipped hall as stage facilities.

ENGLISH

Posts of Responsibility

LA SAINTE UNION CONVENT SCHOOL
Cricklewood Road, NW5 1HD
Voluntary Aided R.C. Comprehensive School for girls, 11 to 18 plus. Two-form entry. Advanced Level work. C.S.E. and G.C.E. courses followed.
Required in September, 1976:
English Scale 2 Graduate—Scale 3 Graduate (Group B.E.P.A. allowances)
Deputy Head, owing to premature retirement of Deputy Head.
The school is housed in three buildings and the successful candidate is expected to be responsible for supervision of the three buildings including the daily administration of the time table.

ART

Scale 1 Posts

CARDINAL MANNING R.C. BOYS' SECONDARY SCHOOL
St. Charles Square, W.10
Tel. No. 01-969 4941
Roll: 1,000 boys
Headmaster
Required September:
Teacher of Art (Scale 2) to take full range of ability ranges in a 13-form age entry school. Ability to teach Pottery and Ceramics essential. Experience of Textiles desirable. Applications from graduates only will be considered. Preference will be given to candidates with a good all-round practical ability. Applications to Headmaster.

STEPNEY GREEN SCHOOL
Dan Jerman Road, London, E1 4BD
Tel. 01-790 6941
Roll: 1,000 boys, 11 to 19 years; comprehensive
Headmaster
Required for September:
Teacher for Art and Craft. Ability to teach some English. A suitable candidate. The school has a special Drama Practice Room and a well-equipped hall as stage facilities.

CLASSICS

Head of Department

ST. URSULA'S CONVENT SCHOOL
Tel. 01-799 1044
Roll: 1,000 boys, 11 to 19 years; comprehensive
Headmistress
Required for September:
Head of Classics (Scale 3) to organise and teach to "A" level with experience in Cambridge Latin Project. Willingness to teach a little Religious Education would be an advantage. Ability to run Classical Society and Theatre Visits essential.

Scale 1 Post

HIGHLANDS SCHOOL
Highbury Hill, N5 1AR
Tel.: 01-226 1322
Required in September:
Experienced part-time teacher or Life (0.5) to foster the subject up to "A" level. Some experience of the Cambridge classics project and of C.S.E. Classical English an advantage.

COMMERCE

Scale 1 Posts

WOODBERRY DOWN SCHOOL
Woodberry Down, N4 2SH
Tel.: 01-800 1744
Roll: 1,200 boys and girls, 11 to 16 years; comprehensive
Required September, 1976:
Well-qualified teacher to join well-established and fully equipped Commerce Department. Ability to teach Computer Studies essential. Appointment above Scale 1 possible for suitable applicant.

DRAMA

Scale 1 Posts

DICK SHEPPARD SCHOOL
Jubilee Hill, SW2 2QA
Tel. No. 01-674 1441
Roll: 1,700 girls and boys, 11 to 18 years; comprehensive
Headteaching: Mrs. M. B. Broadley, B.A.
The school is being reorganised as an 11-18 mixed comprehensive comprising two sites under the control of a single Head. The school is a temporary reformed 11-16 amalgamation with the Strand Boys' School in September 1976.
Required from September, 1976:
A qualified teacher of Drama with ability to teach some English. A Scale 2 post is available for a suitable candidate. The school has a special Drama Practice Room and a well-equipped hall as stage facilities.

Scale 1 Posts

ST. VERONICA'S R.C. GIRLS SECONDARY SCHOOL
Lilac Street, SE17 3QH
Roll: 650 girls, 11 to 18 years
Headmistress
Part-time Teacher of Housecraft required 1½ hrs per week.
Visits to the school welcomed. Applications to the Headmistress.

MATHEMATICS

Head of Department

LAVENDER HILL SCHOOL FOR GIRLS
Anstes Street, London, SW11 2NW
Tel.: 01-228 5411
Roll: 600 girls, 11 to 18 years
Required for September or as soon as possible:
An experienced teacher to head an strength and Advanced Mathematics Department. Mathematics is a popular subject in this School. Scale 3 post. Initial application and further information should be sent to the Headmistress at the School.

Post of Responsibility

HAVERSTOCK SCHOOL (S.M.)
Tel.: 01-267 0975
Roll: 1,650; comprehensive
Required for September or January:
A well qualified and experienced teacher to be second in the Mathematics Department, up to Scale 4 allowance available. The department is well successful, flourishing and offering courses to C.S.E., G.C.E. "O" levels in mathematics, computer science and statistics. A good number of candidates are being presented for "A" level and "S" level examinations. Applicants should be aware that computer science will be introduced as an examination subject in the near future. The successful candidate will be expected to teach at all levels.
The department is at present engaged in a new division of the teaching and syllabus for the first three years. The applicant should be able to offer an acquaintance with "New Geography" and methods of teaching it.

Scale 1 Posts

BRockley County School
Lady Floss Rd., SE21 7LE
Roll: 560 boys
Required September, 1976 —
Mathematics Graduate to join in a department—up to Scale 3—in Mathematics Department. Further details and application forms from the Headmaster.

ST. MARYLEBONE C.E. (S.G.)
64 Marylebone High Street, W1M 4AA
Tel. 01-935 4703
Headmistress
Three-form entry
Required for September:
Teacher of Geography to teach the subject throughout the School. Mixed and flexible ability classes up to third year. Fourth and fifth year option groups required for up to "O" and "A" levels. Scale 2 available
Visit to school welcomed.

HOME ECONOMICS

Head of Department

HAVERSTOCK SCHOOL (S.M.)
Tel.: 01-267 0975
Roll: 1,650; comprehensive
Required as soon as possible:
Head of Department for Home Economics. Scale 4.
This is a successful, forward-looking department, housed in specially accommodation, teaching Home Economics to C.S.E. and G.C.E. "O" level courses and Child Development to "A" level courses are run to demand.
There is strong interest in the social aspects of Home Economics and the C.S.E. course is fully developed and Community Studies are run.
Members of the team take part in discussions on the development of the department throughout the school and the successful candidate will be expected to take part in this work. Which job courses designed for lower ability pupils forefront.
The vacancy is due to the promotion of the present holder to a deputy headship.
Completed forms should be returned to Mrs. Virginia Wood, B.A., the Head Designate, as soon as possible, but not later than June 25th.

MUSIC

Head of Department

BADDINGTON SCHOOL
Carlington Road, London, W.6
Tel.: 01-998 2844
Roll: 600 girls and boys, 11 to 18 years; comprehensive
Headmistress
For September, 1976:
Head of Music (Scale 3). This is an interesting post in a well-equipped school. The teacher will be available to assist in Lower School but there is also a full-time commitment in the Upper School. An additional responsibility for one full year would be considered.
This is a new comprehensive school created in new premises in September, 1975, and suitable courses to G.C.E. "O" and "A" levels. Interview visit to the Headmistress for full details and an application form. Closing date 14th June, 1976.

Post of Responsibility

GARRATT GREEN SCHOOL
Burntwood Lane, S.W.17
Tel.: 01-946 7811
Roll: 1,400 girls, 11 to 18 years; 6th form of "A" and "S" level G.C.E. courses
Headmistress: Mrs. S. Kay, B.A.
Required for September, 1976:
Graduate and experienced teacher to join flourishing music department. Scale 3 post subject to satisfactory interview. Scale 2 post for three years as Senior Teacher responsibility for successful development of music throughout the School. Applicants should be willing to take part in general teaching and to help run a department of four. Specialist Teacher of Mathematics to join a large and flourishing department of 13 graduates. Some part-time.
Applications (by letter) with copies of a recent testimonial and names of two referees should be sent to the Headmistress, Mrs. Moore, at the School as soon as possible.

LEWISHAM SCHOOL
Manwood Road, London, SE4 1BA
Tel.: 01-692 2241
Roll: 1,067 girls, 11 to 18, comprehensive
Headmistress
Required for September:
Two or three qualified Teachers of Mathematics. Work will be mainly with years up to three mixed ability groups. Opportunity for those introducing Computer Studies in the future. Scale 2 post to assist in organising the department and to act as deputy. Some part-time teachers.
Application forms for the above posts should be returned to the Headmistress at the School. Applications for part-time posts should be made to the Deputy Head (Mrs. Hickerson).

Scale 1 Posts

ST. JOHN'S C.E. (A.) JUNIOR SCHOOL
Tel.: Walworth 2811
Roll: 300 boys and girls
D.H.A. boys' boarding annexe
Roll: 100 boys, 11 to 18
Headmaster: P. H. Richardson
Required in September, 1976:
M.C. teacher. Appointment to be on pay only in the first place with possibility of permanency. Hockey, cricket and swimming. This is an interesting post in a well-equipped school. The teacher will be available to assist in Lower School but there is also a full-time commitment in the Upper School. An additional responsibility for one full year would be considered.
This is a new comprehensive school created in new premises in September, 1975, and suitable courses to G.C.E. "O" and "A" levels.
Interview visit to the Headmistress for full details and an application form.
Closing date 14th June, 1976.

Post of Responsibility

GARRATT GREEN SCHOOL
Burntwood Lane, S.W.17
Tel.: 01-946 7811
Roll: 1,400 girls, 11 to 18 years; 6th form of "A" and "S" level G.C.E. courses
Headmistress: Mrs. S. Kay, B.A.
Required for September, 1976:
Graduate and experienced teacher to join flourishing music department. Scale 3 post subject to satisfactory interview. Scale 2 post for three years as Senior Teacher responsibility for successful development of music throughout the School. Applicants should be willing to take part in general teaching and to help run a department of four. Specialist Teacher of Mathematics to join a large and flourishing department of 13 graduates. Some part-time.
Applications (by letter) with copies of a recent testimonial and names of two referees should be sent to the Headmistress, Mrs. Moore, at the School as soon as possible.

Scale 1 Posts

BURLINGTON DANES SCHOOL
Wood Lane, W12 0HR
Voluntary Aided Church of England Foundation, boys and girls
This school is being formed by the combination of two Voluntary Aided Grammar Schools on adjacent sites and will begin to recruit children with a wider range of ability in 1976. There will be six forms of entry, large academic sixth form.
Wanted for September, 1976:
A specialist Teacher of Mathematics to join a large and flourishing department of 13 graduates. Some part-time.
Applications (by letter) with copies of a recent testimonial and names of two referees should be sent to the Headmistress, Mrs. Moore, at the School as soon as possible.

Scale 1 Posts

FOREST HILL SCHOOL
Dartmouth Road, Forest Hill, S.E.23
Purpose-built Comprehensive for 1,400 girls. Courses leading to University entrance
Required September:
Biology Teacher. Scale 1 post in a flourishing Biology Dept. with 4 staff including three biologists. Well-equipped laboratories and excellent technical help. The school is in a rural setting on the Kent border in Wales. Nuffield courses at "O" and "A" level are taught throughout the department, plus a Mode 3 course in Biology. C.S.E. applicants should be willing to contribute to the teaching of The Solid Combined Science and Nuffield Combined Science.
Potential candidates are welcome to visit the school informally (Tel. 01-699 0345).

Scale 1 Posts

PRIORY PARK SCHOOL
Priory Grove, Lansdowne Way, London, SW8 2PH
Tel.: 01-622 3014
Headmistress
Required for September, 1976:
Part-time teacher (0.5) of French to take a full range of ability classes up to third year. Fourth and fifth year option groups required for up to "O" and "A" level G.C.E. courses. Scale 2 available
Visit to school welcomed.

Scale 1 Posts

PRIORY PARK SCHOOL
Priory Grove
Lansdowne Way, London SW8 2PH
Tel.: 01-622 3014
Part-time teacher (0.5) of French to take a full range of ability classes up to third year. Fourth and fifth year option groups required for up to "O" and "A" level G.C.E. courses. Scale 2 available
Visit to school welcomed.

Scale 1 Posts

BURLINGTON DANES SCHOOL
Wood Lane, W12 0HR
Voluntary Aided Church of England Foundation, boys and girls
This school is being formed by the combination of two Voluntary Aided Grammar Schools on adjacent sites and will begin to recruit children with a wider range of ability in 1976. There will be six forms of entry, large academic sixth form.
Wanted for September, 1976:
A specialist Teacher of Mathematics to join a large and flourishing department of 13 graduates. Some part-time.
Applications (by letter) with copies of a recent testimonial and names of two referees should be sent to the Headmistress, Mrs. Moore, at the School as soon as possible.

STEPNEY GREEN SCHOOL
Dan Jerman Road, London, E1 4BD
Tel.: 01-790 6941
Roll: 1,000 boys, 11 to 19 years; comprehensive
Headmaster
Required for September:
Teacher for Mathematics (Scale 1). Large and successful Maths department. Work available at all levels including C.S.E. Mode 3, "O" and "A" level Maths and also in General Studies and Statistics. Established sixth form and university entry.

MODERN LANGUAGES

Scale 1 Posts

OATFORD COUNTY SCHOOL
Bellingham Road, SE6 3PS
Tel.: 01-698 6312
Roll: 1,600 girls, 11 to 18; comprehensive
Headmistress: Mrs. J. R. Fisher, B.A.
Required for September:
A Teacher of German and Russian or French and Russian to take a large and lively department where these languages are taught from the first year, using Nuffield courses and Glossa. Full teaching of languages is in mixed ability groups.

ELTHAM HILL SCHOOL
Eltham Hill, London, SE9 6CE
Tel.: 01-850 3041
Roll: 1,270 girls (1,000 by 1978), 11 to 18 years; comprehensive
Headteaching: Miss M. Hall
Required in September:
Teacher of French (0.5) to teach mostly junior and middle school classes. Scale 1 post available. The school has recently been extended and further extensions are planned. The comprehensive senior forms will offer courses.

PRIORY PARK SCHOOL
Priory Grove
Lansdowne Way, London SW8 2PH
Tel.: 01-622 3014
Part-time teacher (0.5) of French to take a full range of ability classes up to third year. Fourth and fifth year option groups required for up to "O" and "A" level G.C.E. courses. Scale 2 available
Wanted as soon as possible:
Part-time teacher (0.5) for second and third year French and Spanish to form a mixed ability C.S.E. group. Scale 2 on two sites with the Main School at Priory Grove and the second and third years at Lansdowne Road, SW8 2PX, both buildings close to Underground stations.

STEPNEY GREEN SCHOOL
Dan Jerman Road, London, E1 4BD
Tel.: 01-790 6941
Roll: 1,000 boys, 11 to 19 years; comprehensive
Headmaster
Required for September:
Teacher for Mathematics (Scale 1). Large and successful Maths department. Work available at all levels including C.S.E. Mode 3, "O" and "A" level Maths and also in General Studies and Statistics. Established sixth form and university entry.

RELIGIOUS EDUCATION

Scale 1 Post

SEDGEHILL SCHOOL
Sedgehill Road, S.E.6
Roll: 1,000 girls, 11 to 18 Sixth Form
Required in September:
Part-time teacher up to 4 days a week for Religious Education. Honours degree not essential.
Please write to the Headmistress for form of application (Tel. 01-697 2872) for an application form.

SCIENCE

Post of Responsibility

PRIORY PARK SCHOOL
Priory Grove, Lansdowne Way, London, SW8 2PH
Tel.: 01-622 3014
Roll: 700 girls
Headmistress
Wanted September, 1976:
Teacher in charge of Science at Annexe, Scale 2. The school is on two sites and the successful applicant will be based at the Annexe at 2 Lansdowne Road where our second and third year girls are taught. The C.S.E., and O and A level courses leading to G.C.E. "O" and "A" levels.

Scale 1 Posts

FOREST HILL SCHOOL
Dartmouth Road, Forest Hill, S.E.23
Purpose-built Comprehensive for 1,400 girls. Courses leading to University entrance
Required September:
Biology Teacher. Scale 1 post in a flourishing Biology Dept. with 4 staff including three biologists. Well-equipped laboratories and excellent technical help. The school is in a rural setting on the Kent border in Wales. Nuffield courses at "O" and "A" level are taught throughout the department, plus a Mode 3 course in Biology. C.S.E. applicants should be willing to contribute to the teaching of The Solid Combined Science and Nuffield Combined Science.
Potential candidates are welcome to visit the school informally (Tel. 01-699 0345).

PRIORY PARK SCHOOL
Priory Grove, Lansdowne Way, London, SW8 2PH
Tel.: 01-622 3014
Headmistress
Required for September, 1976:
Teacher (Scale 1 applicant) taking the whole range of ability classes up to third year. First time appointment considered.

SOCIAL SCIENCE

Post of Responsibility

SOCIAL STUDIES (CENTRE OF THE LAST UNIT MISSION
5&5, Commercial Road, E.1
Sociology
Required September:
A Teacher (Scale 2) for an interesting, unusual and challenging post centred on the Social Studies Centre in the Commercial Road Mission. The Centre is used by Trade Unions, Tenants Associations, Community Groups, Schools, Tower Hamlets School Service, Inner London Education Authority and London Polytechnic. Flexibility and a sympathetic understanding of the problems of children are essential qualities in the person appointed. Although the post mainly involves teaching Sociology from Centre to groups of pupils from various local schools, the successful candidate will join in a small group and individual work. The Centre is managed by a Unit of Mission Priests with a number of part-time workers. Applicants are encouraged to visit the Centre for short courses involving both theoretical and practical work experience.
Duties:
Duties and job description will be discussed with the successful applicant. Further information and application forms from Social Studies Centre, 5&5 Commercial Road, E.1 (Tel. 01-790 1284, ext. 253).

OTHER POSTS

Posts of Responsibility

ARCHWAY SCHOOL
Archway Road, London, N.19
Tel.: 01-272 6856
Roll: 1,000 boys and girls
Headmistress
Required in September 1976:
Experienced and enthusiastic man or woman of wide interests to share responsibility for work in the school's well-established annexe near Highbury Corner. Final Passe (Scale 3). The annexe is in general charge of a senior teacher with whom the successful applicant will work in close partnership. Duties are based at the main building in Archway Road and at the annexe in Highbury Grove. Applicants must be prepared to help with organisation of school lunches and to take part in the social life of the school. Ability to work in relaxed, informal atmosphere essential. Good team spirit and teacher-pupil, teacher-parent relationships.
Application forms from the Deputy Head and Correspondent, 19, Highbury Grove, N.5, returned by June 12, 1976. Visits to School very welcome.

ST. PETER'S C.E. J.M. & I. SCHOOL
St. Oswald's Place, Kennington Lane, S.E.11
Tel.: 01-735 3753
Required for September:
Deputy Head (Group 3). London Allowance. B.P.A. Allowance min. £801 p.a.
Vacancy due to promotion.
Further forms and job description from Rev. B. Garlick, St. Peter's Vicarage, Kennington Lane, London, S.E.11.

PHYSICAL EDUCATION

Post of Responsibility

VAUXHALL MANOR SCHOOL (S.M.)
Lawn Lane, SW8 1TQ
Tel.: 01-735 1447
Roll: 1,340 girls 11 to 18 comprehensive
London B.P. Allowance
Required for September, 1976, or as soon as possible:
Head of Department, Scale 3, to help run a department of four. Specialist Teacher of Mathematics to join a large and flourishing department of 13 graduates. Some part-time.
Applications (by letter) with copies of a recent testimonial and names of two referees should be sent to the Headmistress, Mrs. Moore, at the School as soon as possible.

LEWISHAM SCHOOL
Manwood Road, London, SE4 1BA
Tel.: 01-692 2241
Roll: 1,067 girls, 11 to 18, comprehensive
Headmistress
Required for September:
Two or three qualified Teachers of Mathematics. Work will be mainly with years up to three mixed ability groups. Opportunity for those introducing Computer Studies in the future. Scale 2 post to assist in organising the department and to act as deputy. Some part-time teachers.
Application for appointment to view school.

STEPNEY GREEN SCHOOL
Dan Jerman Road, London, E1 4BD
Tel.: 01-790 6941
Roll: 1,000 boys, 11 to 19 years; comprehensive
Headmaster
Required for September:
Teacher for Mathematics (Scale 1). Large and successful Maths department. Work available at all levels including C.S.E. Mode 3, "O" and "A" level Maths and also in General Studies and Statistics. Established sixth form and university entry.

MODERN LANGUAGES

Scale 1 Posts

OATFORD COUNTY SCHOOL
Bellingham Road, SE6 3PS
Tel.: 01-698 6312
Roll: 1,600 girls, 11 to 18; comprehensive
Headmistress: Mrs. J. R. Fisher, B.A.
Required for September:
A Teacher of German and Russian or French and Russian to take a large and lively department where these languages are taught from the first year, using Nuffield courses and Glossa. Full teaching of languages is in mixed ability groups.

ELTHAM HILL SCHOOL
Eltham Hill, London, SE9 6CE
Tel.: 01-850 3041
Roll: 1,270 girls (1,000 by 1978), 11 to 18 years; comprehensive
Headteaching: Miss M. Hall
Required in September:
Teacher of French (0.5) to teach mostly junior and middle school classes. Scale 1 post available. The school has recently been extended and further extensions are planned. The comprehensive senior forms will offer courses.

PRIORY PARK SCHOOL
Priory Grove
Lansdowne Way, London SW8 2PH
Tel.: 01-622 3014
Part-time teacher (0.5) of French to take a full range of ability classes up to third year. Fourth and fifth year option groups required for up to "O" and "A" level G.C.E. courses. Scale 2 available
Wanted as soon as possible:
Part-time teacher (0.5) for second and third year French and Spanish to form a mixed ability C.S.E. group. Scale 2 on two sites with the Main School at Priory Grove and the second and third years at Lansdowne Road, SW8 2PX, both buildings close to Underground stations.

Post of Responsibility

ST. LUKE'S C.E. (V.A. S.)
Cruttad Road, W9 3EJ
Tel.: 01-969 2565
Required January, 1977, or as soon as possible:
Active Christian Teacher for Scripture. Experience of R.E. an advantage. Scale 2 post.
Application form from the Head or telephone 01-969 2565.

Scale 1 Posts

BARDY JUNIOR SCHOOL
Barby Road, W10 6BH
Tel. 01-969 3988
Required for September:
Two part-time Teachers (0.5 to 0.6)
Scale 2
The school is housed in a modern building and is organised in bases within a partially open-plan layout. Each base contains a class of mixed ability teams and the teachers specialise in particular subjects. Teachers interested in working in close cooperation with fellow colleagues.
Enquiries and visits welcomed.

HALLFIELD JUNIOR SCHOOL
Porchester Gardens, London, W2
Headmaster: Colin Pickles
Required September:
Experienced teacher (0.5) for girls with special needs in Mathematics. Applications from Inner London Education Authority Supply Teachers Register.
Duties:
Duties and job description will be discussed with the successful applicant. Further information and application forms from Social Studies Centre, 5&5 Commercial Road, E.1 (Tel. 01-790 1284, ext. 253).

OTHER POSTS

Posts of Responsibility

ARCHWAY SCHOOL
Archway Road, London, N.19
Tel.: 01-272 6856
Roll: 1,000 boys and girls
Headmistress
Required in September 1976:
Experienced and enthusiastic man or woman of wide interests to share responsibility for work in the school's well-established annexe near Highbury Corner. Final Passe (Scale 3). The annexe is in general charge of a senior teacher with whom the successful applicant will work in close partnership. Duties are based at the main building in Archway Road and at the annexe at 2 Lansdowne Road, SW8 2PX, both of which school work in residence as teacher in charge.
All courses at the annexe are integrated with the organisation of work at the main school. Pupils participate in the running of the house and garden while in residence. Further details on request.

ENSHAM (S.C.) SCHOOL
Frestscan Road, Tooting, SW17 8HH
Tel.: 1,160, 11 to 18; comprehensive
Required for September:
Teacher (Scale 1) to take A1 to be responsible for the 21st girls in the year. Some will be immature and disruptive, pastoral care and liaison with Social Services. The successful candidate will join an enthusiastic and hard-working team of 10 heads. This post is demanding, requiring high level of skill in organising ability. Sympathy, understanding and a sense of humour are essential. Experience in Remedial work would be an advantage. Further details from the Headmistress. Application form from the Headmistress. Visits welcomed.

Scale 1 Posts

HIGHBURY HILL HIGH SCHOOL
Highbury Hill, N5 1AR
Tel.: 01-226 1322
Wanted in September:
Teacher-in-charge of commerce, full time or part time, to take charge of a small sixth form secretarial course.

ST. THOMAS MORE R.C. (S.M.) SCHOOL
Tadcaster Road, Elthan, S.E.9
Roll: 600 boys ages 11 to 18
Headmaster
This modern, well-disciplined school is on the L.E.A. East border and serves children from Greenwich and Lewisham.
Applications are invited from experienced teachers for the following posts tenable from September 1976:
Geography (Humanities (above Scale 1) post depending on qualifications and experience.
Part-time Teachers for Business Studies, Typing, Shorthand, Office Practice, (0.5).
Applications in the first instance by letter to the Headmaster.
Visits to the school welcome. Telephone 01-850 6600 for appointment.

PRIMARY SCHOOLS

Deputy Headships

ST. AGNES' R.C. J.M. & I. SCHOOL
(Co-Ed Mixed)
Tel.: 01-969 3076
Roll: 240 ages 5 to 11
Required as soon as possible:
Deputy Head (Group 3). Salary Scale £4,065 to £5,148 plus London Allowance £400.
Applicants must be practising Catholics. Vacancy due to promotion of present holder to Headship.
Applicants should have a flexible, progressive outlook to work in relaxed, open school with good teacher-pupil, teacher-parent relationships.
Application forms from the Reverend Correspondent, 19, Highbury Grove, N.5, returned by June 12, 1976. Visits to School very welcome.

ST. PETER'S C.E. J.M. & I. SCHOOL
St. Oswald's Place, Kennington Lane, S.E.11
Tel.: 01-735 3753
Required for September:
Deputy Head (Group 3). London Allowance. B.P.A. Allowance min. £801 p.a.
Vacancy due to promotion.
Further forms and job description from Rev. B. Garlick, St. Peter's Vicarage, Kennington Lane, London, S.E.11.

SPECIAL EDUCATION

BOARDING SCHOOLS

DITTON PLACE SCHOOL
Balcombe, Sussex
Tel. Handcross 310
Boarding School for Maladjusted Boys (age seven to fifteen)
Vacancy for Assistant Master/Mistress duties to include some extramural activities and boys aged seven to eleven.
All general subjects.
Scale 1 post plus Special School Allowance (£1,170 per annum) plus Burnham Allowance (£1,170 per annum) plus Inner London Allowance (£391 per annum).
Application forms and further information obtainable from the Bursar, Ditton Place School, Balcombe, Sussex.

DAY SCHOOLS

STORMONT HOUSE SCHOOL
Putney Park Road, SW15 6NP
Group 2(b)
Boys 10½ Delicate children, aged 10½ to 13.
This school is in a bright, pleasant situation in a residential area of Putney.
Required September:
(1) One experienced teacher to work in a room with a mix of ages and abilities. Some knowledge of Music desirable.
(2) Music Teacher for two days per week. Does not need to be a music specialist. Should have experience and/or special interest in teaching music to children with learning difficulties.
Applications, together with the names of two referees, stating age, qualifications and experience to the Headmaster/Headmistress.

SPECIAL EDUCATION

ROSEN BOARDING SCHOOL
Bolt Road, Chipping Ongar
Tel.: 0277 362 (and Ongar 3)
Roll: 50 boys and girls, 5 to 16 years; wide range. Ability to teach personal relationships and to work in a specially equipped children and community environment. Scale 2 post available for suitable applicants. Scope for diverse own interests. Visits welcomed.

JOHN KEATS SCHOOL
Adelaide Road, NW3 3NT
Tel.: 01-722 1822
Roll: 400 boys
Headmaster
Required in September:
Teacher interested in developing creative approach to Music and to work in team teaching general primary curriculum. Scale 1 post available for suitable candidate. Visits welcomed.

NANSEN P.S. SCHOOL
Holmside Lane, Plumstead, S.E.18
Tel.: 01-854 2753
Required in September:
Teacher to share small nursery class of blind and partially sighted children. Some experience of teaching more important than experience with the visually handicapped. Scale 1 post available for a suitable candidate.

MINT ACADEMY
Napier Street, Plumstead, S.E.18
Tel.: 01-854 2753
Required in September:
Teacher to share small nursery class of blind and partially sighted children. Some experience of teaching more important than experience with the visually handicapped. Scale 1 post available for a suitable candidate.

NEWHAM
London Borough of
Education Department
Handicapped Pupils Service
Required September, 1976:
Teachers of the Deaf (Group 3) to work in a residential school for deaf children and in day schools for deaf children. Applicants are invited to apply for the above posts which are suitable for teachers with a qualification in the education of the deaf or with experience in teaching deaf children. Applicants should be willing to live in the London area.
Application forms and further information may be obtained from the Director of Education, Town Hall, Stratford, London, E15 4BQ.

Technical Studies

Heads of Department

BRISTOL
Kingsdale More R.C. Comprehensive School
Bristol BS7 9RH
Roll: 1,500 Mixed: 70 in Sixth Form
Required for September, 1976:
Head of Technical Department
Ability to teach Metalwork and Technical Drawing essential.
Applications from experienced teacher with an interest in working with boys. Applications from suitably qualified women welcomed.
Application forms and further information obtainable from the Headteacher, Mr. Bill Hall, to be returned with letters from two referees.

SHIP ACADEMY
Napier Street, Plumstead, S.E.18
Tel.: 01-854 2753
Required in September, 1976:
Teacher to share small nursery class of blind and partially sighted children. Some experience of teaching more important than experience with the visually handicapped. Scale 1 post available for a suitable candidate.

NEWHAM
London Borough of
Education Department
Handicapped Pupils Service
Required September, 1976:
Teachers of the Deaf (Group 3) to work in a residential school for deaf children and in day schools for deaf children. Applicants are invited to apply for the above posts which are suitable for teachers with a qualification in the education of the deaf or with experience in teaching deaf children. Applicants should be willing to live in the London area.
Application forms and further information may be obtained from the Director of Education, Town Hall, Stratford, London, E15 4BQ.

NURSERY EDUCATION

CLYDE NURSERY SCHOOL
Clyde Street, SE8 3LW
Tel. 01-692 3655
Group 2.
Headmaster: Mrs. G. S. Bates
Required for September:
An enthusiastic, experienced nursery teacher (graduate preferred) in which the post is expected to be involved in the community. Duties will be connected with visiting families, escorting children by bus to and from school and assisting with parent participation throughout the nursery. Mobile Home visiting scheme (Nursery Home Liaison Project) in which the School is involved.
Applicants are invited to visit by appointment with the Headmaster.

SPECIAL EDUCATION

BOARDING SCHOOLS

DITTON PLACE SCHOOL
Balcombe, Sussex
Tel. Handcross 310
Boarding School for Maladjusted Boys (age seven to fifteen)
Vacancy for Assistant Master/Mistress duties to include some extramural activities and boys aged seven to eleven.
All general subjects.
Scale 1 post plus Special School Allowance (£1,170 per annum) plus Burnham Allowance (£1,170 per annum) plus Inner London Allowance (£391 per annum).
Application forms and further information obtainable from the Bursar, Ditton Place School, Balcombe, Sussex.

DAY SCHOOLS

STORMONT HOUSE SCHOOL
Putney Park Road, SW15 6NP
Group 2(b)
Boys 10½ Delicate children, aged 10½ to 13.
This school is in a bright, pleasant situation in a residential area of Putney.
Required September:
(1) One experienced teacher to work in a room with a mix of ages and abilities. Some knowledge of Music desirable.
(2) Music Teacher for two days per week. Does not need to be a music specialist. Should have experience and/or special interest in teaching music to children with learning difficulties.
Applications, together with the names of two referees, stating age, qualifications and experience to the Headmaster/Headmistress.

SECONDARY continued

Speech and Drama

Other Posts on Scale 2 and above

CROYDON
London Borough of
Selhurst Grammar School for Boys
Addiscombe Road, Croydon
Tel.: 01-654 1295
Required September:
Teacher of Speech and Drama to take a full range of work in a flourishing department. Scale 2 post.
Application form available from and returnable to Headmaster at the school (Tel. 01-654 1295).

Other Posts on Scale 2 and above

BEDFORDSHIRE
LUTON BOROUGH
Youth Service
Required September:
Assistant Youth Leader (Scale 2) with special duties in connection with Youth Centre at Leagrave. Applicants should be prepared to live in the area. Applications from Youth Service Officer, Wellington Street, Luton, Beds.

BUCKINGHAMSHIRE
Aylesbury Vale Division
The Hyde Middle School
Oxford Road, Aylesbury
Tel.: 0296 5151
Head: Malcolm Stanley, B.A.
Middle Deficient School
Roll: 300 boys and girls, 8 to 12
Required in September:
Teacher to work in small unit with children with learning difficulties. Scale 2 post available for suitable candidate. Some experience of remedial work desirable. Applications from Inner London Education Authority Supply Teachers Register.

BUCKINGHAMSHIRE
Aylesbury Vale Division
The Hyde Middle School
Oxford Road, Aylesbury
Tel.: 0296 5151
Head: Malcolm Stanley, B.A.
Middle Deficient School
Roll: 300 boys and girls, 8 to 12
Required in September:
Teacher to work in small unit with children with learning difficulties. Scale 2 post available for suitable candidate. Some experience of remedial work desirable. Applications from Inner London Education Authority Supply Teachers Register.

CORNWALL
Education Committee
Liskeard County Secondary School
Liskeard
Tel.: 0579 42121
Required in September:
Part-time teacher (0.5) for girls in the second and third years. Applications from Inner London Education Authority Supply Teachers Register.

DEVON
Education Committee
Ilfracombe County Secondary School
Ilfracombe
Tel.: 0271 62121
Required in September:
Part-time teacher (0.5) for girls in the second and third years. Applications from Inner London Education Authority Supply Teachers Register.

DEVON
Education Committee
Ilfracombe County Secondary School
Ilfracombe
Tel.: 0271 62121
Required in September:
Part-time teacher (0.5) for girls in the second and third years. Applications from Inner London Education Authority Supply Teachers Register.

DEVON
Education Committee
Ilfracombe County Secondary School
Ilfracombe
Tel.: 0271 62121
Required in September:
Part-time teacher (0.5) for girls in the second and third years. Applications from Inner London Education Authority Supply Teachers Register.

GLOUCESTERSHIRE
Bodmin Vale Secondary
Tel.: 0453 [illegible]
Required in September:
Part-time teacher (0.5) for girls in the second and third years. Applications from Inner London Education Authority Supply Teachers Register.

HARROW
Education Committee
Applications are invited for the following posts tenable from September, 1976:
Teacher of Mathematics to teach up to "A" level. Scale 2 post available for suitable candidate.
Teacher of Art and Craft to teach up to "A" level. Scale 2 post available for suitable candidate.
Teacher of Physical Education to teach up to "A" level. Scale 2 post available for suitable candidate.
Teacher of Biology to teach up to "A" level. Scale 2 post available for suitable candidate.
Teacher of Geography to teach up to "A" level. Scale 2 post available for suitable candidate.
Teacher of Modern Languages to teach up to "A" level. Scale 2 post available for suitable candidate.
Teacher of Commerce to teach up to "A" level. Scale 2 post available for suitable candidate.
Teacher of Music to teach up to "A" level. Scale 2 post available for suitable candidate.
Teacher of Religious Education to teach up to "A" level. Scale 2 post available for suitable

Mid Glamorgan COUNTY COUNCIL

LECTURER/TEACHING STAFF

CYNON VALLEY DISTRICT

SECONDARY SCHOOL

BLAENGWAWR, Aberaman, Aberdare

1. Teacher qualified to teach BIOLOGY and HUMAN BIOLOGY to C.S.E. and 'O' levels. The person appointed will be expected to assist in the teaching of an Integrated Science Course in the junior school. Scale 1.
2. Teacher qualified to teach ECONOMICS and COMMERCE to C.S.E. and 'O' levels. The person appointed will be expected to assist in the teaching of general subjects in the lower school during a further growth of the school. Scale 1.

PRIMARY SCHOOL

PENDERYN, Aberdare

Teacher qualified or experienced in the teaching of infants and capable of teaching all subjects through the medium of Welsh. Scale 1. TEMPORARY post for one year.

Application forms, to be returned by 16th June, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Old Boys' Grammar School, Aberdare.

MERTHYR DISTRICT

TECHNICAL COLLEGE

MERTHYR TYDFIL

Lecturer, Grade 1, in PLASTERERS' WORK.

Applicants must be qualified to at least Advanced Craft level, have had appropriate industrial experience, and must either be qualified teachers or have had considerable teaching experience.

Salary: £2,469 x £126(6) x £144(8)-£4,377 plus the 1976 Salary Award of £312 per annum.

COMPREHENSIVE SCHOOLS

AFON TAF, Treodyrhiw, Merthyr Tydfil

Graduate in or teacher qualified to teach MATHEMATICS to pupils throughout the age and ability range. Scale 2 post.

BISHOP HEDLEY R.C., Merthyr Tydfil

1. Graduate in GEOGRAPHY, to assist with the teaching of the subject throughout the school, including 'A' level work. Applicants who have specialised in Economics and Regional Geography preferred. Scale 1.
2. Teacher qualified to teach RELIGIOUS EDUCATION and GENERAL SUBJECTS. Scale 1. TEMPORARY post for one year.

PEN-Y-DRE, Merthyr Tydfil

(SOCIAL PRIORITY ALLOWANCE PAYABLE)

1. Teacher qualified to assist in the work of the CRAFT DEPARTMENT, involving Design and Project work throughout the school. Scale 1.
2. Teacher qualified to teach SECRETARIAL SKILLS and OFFICE PRACTICE. Scale 1.

Application forms, to be returned by 16th June, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Penimorlais, Merthyr Tydfil.

OGWR DISTRICT

COMPREHENSIVE SCHOOL

YNYSAWDRE, Tondu, Bridgend

1. Graduate in LATIN, to be responsible for teaching the subject throughout the school. Preference will be given to candidates able to assist with the teaching of Welsh to junior forms. Scale 1.
2. Teacher qualified to teach NEEDLEWORK throughout the school. Assistance with Games may be required from a suitable candidate. Scale 1.

PRIMARY SCHOOLS

BRYNCETHIN INFANTS', Bridgend

Qualified teacher, infant trained, able to play the piano and teach Welsh. Scale 1.

LITCHARD INFANTS', Bridgend

Qualified teacher, infant trained, able to teach in an open-plan vertically grouped school. Ability to play piano for all activities essential. Scale 1.

LITCHARD JUNIOR, Bridgend

Qualified teacher, junior trained, able to teach Welsh and Religious Instruction. Scale 1.

WEST PARK (OPEN-PLAN) PRIMARY, Notage, Porthcawl

1. Qualified teacher, infant trained, with ability to play the piano and having a general interest in Music. Scale 1.
2. Qualified teacher, junior trained, able to play the piano and to assist with Recorder and Guitar. The successful applicant will be expected to co-ordinate Music teaching throughout the school. Scale 1.

Application forms, to be returned by 16th June, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Sunnyside, Bridgend.

RHONDDA DISTRICT

COMPREHENSIVE SCHOOL

FERNDALE

(SOCIAL PRIORITY ALLOWANCE PAYABLE)

1. Graduate (preferably Honours) in MATHEMATICS, to be the subject to 'O' and possibly 'A' level. Scale 3 post available.
2. Teacher qualified to teach WOODWORK and METALWORK in the Upper and Middle Schools. Scale 1.

Application forms, to be returned by 16th June, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Crawshay Street, Ton Pentre, Rhondda.

RHYMNEY VALLEY DISTRICT

COMPREHENSIVE SCHOOLS

LEWIS BOYS', Pengam

Teacher qualified to teach GENERAL SUBJECTS to less able pupils in Forms 1 and 2. Scale 1.

LEWIS GIRLS', Ystrad Mynach

Graduate in or teacher qualified to teach ENGLISH to at least 'O' level. Scale 1.

ST. CENYDD, Caerphilly

Qualified Teacher of the Deaf (PART-TIME, 12-15 hours a week) for a well established partially hearing unit at this school. Consideration will also be given to experienced, qualified teachers who are prepared to obtain the qualification for teachers of the deaf. An in-service training scheme is available.

Salary: Pro rata Scale 1, plus Special Class allowance (but not the Social Priority Allowance). Where appropriate a merit award will also be payable.

PRIMARY SCHOOL

HENDRE JUNIOR, Caerphilly

Qualified Teacher of the Deaf (PART-TIME, 20 hours a week) for a well established partially hearing unit at this school. Consideration will also be given to experienced, qualified teachers who are prepared to obtain the qualification for teachers of the deaf. An in-service training scheme is available.

Salary: Pro rata Scale 1, plus Special Class allowance. Where appropriate, a merit award will also be payable.

Application forms, to be returned by 16th June, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, District Education Office, Council Offices, Ystrad Mynach, Hengoed.

TAFF ELY DISTRICT

COMPREHENSIVE SCHOOLS

BRYN CELYNNOG, Beddau, nr. Pontyrhidd

1. Teacher qualified to teach HISTORY. The successful applicant will be required to assist with the teaching of English and Social Studies. Scale 1.
2. Teachers qualified to teach MATHEMATICS, with ability to assist with the teaching of Science (2 posts). Scale 1.
3. Teacher qualified to teach WELSH, with ability to assist with the teaching of English. Scale 1.
4. Teacher qualified to teach FRENCH, with ability to assist with the teaching of English. Scale 1.
5. Teacher qualified to teach MUSIC, with ability to assist with the teaching of Drama and Art. Scale 1.
6. Teacher qualified to teach PHYSICAL EDUCATION, with ability to assist in the teaching of Mathematics and Technical Drawing. The successful applicant should have a special interest in swimming, athletics and rugby. Scale 1.
7. Teacher qualified to teach RELIGIOUS EDUCATION, with ability to assist in the teaching of English and Social Studies (Religious Education, History and Geography). The successful applicant must have an interest in the non-academic fifth-year courses. Scale 1.
8. Honours Graduate in ENGLISH to become Head of the English Department, and to assist in the general running of the school. Scale 4 post.
9. Qualified teacher who has successfully pursued a one year course in the teaching of handicapped children, or an experienced qualified teacher with an interest in handicapped children. Scale 1. TEMPORARY post for one year. Special Class allowance of £361 payable and, where appropriate, a merit award will also be payable.
10. Honours graduate in ECONOMICS to teach the subject to 'O', 'A' and 'S' levels and to assist in the teaching of Commerce. Scale 1.

HAWTHORN, Pontyrhidd

Graduate in or teacher qualified to teach BIOLOGICAL SCIENCES up to C.S.E. and 'O' levels. The successful applicant will be expected to teach some General Science. Willingness to teach other subjects in the curriculum would be an advantage. Scale 1.

Application forms, to be returned by 16th June, 1976, obtainable on receipt of a stamped, addressed, foolscap envelope, from the District Education Officer, Pontyrhidd.

J. L. BRACE
Director of Education.

SECONDARY
Technical Studies
continued

HERTFORDSHIRE
COUNTY COUNCIL
NORTH HERTS DIVISION

HITCHIN BOYS' SCHOOL
Grammar School Walk
Hitchin
(750 boys; 120 in Sixth Form)

TEACHER (Scale 1) required September to teach mainly METALWORK to C.S.E. and 'O' level; possibility of some Woodwork and Technical Drawing. New craft rooms ready in January. Expanding department. Outside interests welcome.

Assistance may be given with removal expenses.

Apply to the Headmaster with qualifications and full details and addresses of two referees.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appleton Avenue, Newlay
West Drayton UB7 8HA
(Number on roll : 1,000
50 in Sixth Form)
Headmaster: K. L. B. Bryant, B.Sc.

Required for September, 1976:
A TEACHER of MATHEMATICS to join an active and well organised department with very good facilities. The post should prove particularly attractive to a newly qualified applicant seeking a position in a school with excellent sporting and a variety of opportunities.

A similar post for a graduate, if applicable, in the Mathematics giving the names and addresses of two referees, and enclosing a stamped addressed envelope.
London Allowance payable.

HILLINGDON
(London Borough of)
YIEWSLEY SCHOOL
Central Avenue, Hayes,
Middlesex UB3 4DU
Headmaster: R. Warren, B.Sc.
Required for September, 1976:
A TEACHER of METALWORK and TECHNICAL DRAWING.
The school has very well equipped workshops and T.D. rooms. Scale 2 post.
Please apply by letter to the Head Teacher at the school giving full particulars of experience and names of two referees, and enclosing a stamped addressed envelope.
London Allowance payable.

ISLE OF MAN
BOARD OF EDUCATION
HALLSANNAM JUNIOR HIGH SECTION
Required for September 1, 1976, or as soon as possible thereafter a TEACHER of WOODWORK and METALWORK for this comprehensive coeducational school dealing with age range 11 to 14 years. The course would form one of a team working in a purpose-built Creative Studies Complex. Duties to assist in the teaching of Physics and Technical Drawing would be an additional advantage.
Terms of appointment and further particulars obtainable from the Headmaster, Kellabarnane Junior High School, to whom completed forms should be returned by Friday, 18th June, 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION

ST. GEORGE'S C. OF E. SCHOOL
Meadow Road, Gravesend
(Co-educational; 800 pupils)
A TEACHER of TECHNICAL CRAFT is required for September to specialise in Metalwork and Technical Drawing. The post will be an excellent opportunity for a young teacher to join an existing and well organised department with very good facilities. The post should prove particularly attractive to a newly qualified applicant seeking a position in a school with excellent sporting and a variety of opportunities.
A similar post for a graduate, if applicable, in the Mathematics giving the names and addresses of two referees, and enclosing a stamped addressed envelope.
London Allowance payable.

HILLINGDON
(London Borough of)
HAYDON HALL SCHOOL
Central Avenue, Hayes,
Middlesex UB3 4DU
Headmaster: H. Warren, B.Sc.
Required for September, 1976:
A TEACHER of METALWORK and TECHNICAL DRAWING.
The school has very well equipped workshops and T.D. rooms. Scale 2 post.
Please apply by letter to the Head Teacher at the school giving full particulars of experience and names of two referees, and enclosing a stamped addressed envelope.
London Allowance payable.

ISLE OF MAN
BOARD OF EDUCATION
HALLSANNAM JUNIOR HIGH SECTION
Required for September 1, 1976, or as soon as possible thereafter a TEACHER of WOODWORK and METALWORK for this comprehensive coeducational school dealing with age range 11 to 14 years. The course would form one of a team working in a purpose-built Creative Studies Complex. Duties to assist in the teaching of Physics and Technical Drawing would be an additional advantage.
Terms of appointment and further particulars obtainable from the Headmaster, Kellabarnane Junior High School, to whom completed forms should be returned by Friday, 18th June, 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION

ST. GEORGE'S C. OF E. SCHOOL
Meadow Road, Gravesend
(Co-educational; 800 pupils)
A TEACHER of TECHNICAL CRAFT is required for September to specialise in Metalwork and Technical Drawing. The post will be an excellent opportunity for a young teacher to join an existing and well organised department with very good facilities. The post should prove particularly attractive to a newly qualified applicant seeking a position in a school with excellent sporting and a variety of opportunities.
A similar post for a graduate, if applicable, in the Mathematics giving the names and addresses of two referees, and enclosing a stamped addressed envelope.
London Allowance payable.

HILLINGDON
(London Borough of)
EVELYNS SCHOOL
Appleton Avenue, Yiewsley
West Drayton UB7 8HA
(Number on roll : 1,000
50 in Sixth Form)
Headmaster: K. L. B. Bryant, B.Sc.
Required for September, 1976:
A TEACHER of MATHEMATICS to join an active and well organised department with very good facilities. The post should prove particularly attractive to a newly qualified applicant seeking a position in a school with excellent sporting and a variety of opportunities.
A similar post for a graduate, if applicable, in the Mathematics giving the names and addresses of two referees, and enclosing a stamped addressed envelope.
London Allowance payable.

HILLINGDON
(London Borough of)
YIEWSLEY

SECONDARY
continued

Other than by Subject Classification

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MIDWAY DIVISION
HIGHAM—CHALK FARM SECONDARY SCHOOL
Required for September, 1976, TEACHER of RELIGIOUS STUDIES, including English and History, in Lower School, and to teach to 'O' level. Excellent facilities in purpose-built centre. Assistance may be given by way of payment of up to £100 per annum removal expenses and the payment of separation allowances.
Apply by letter to Headmaster giving full particulars of qualifications and experience to: The Director of Educational Services, Springfield, Maidstone.

BEXLEY
London Borough of)
WELLING SCHOOL
(Half 1,114 pupils)
TEACHER of MUSICAL SUBJECTS required for September 1976.
Applications for first appointment will be considered at £2067.
Initial allowance, removal expenses and disturbance allowance can be considered.
Application forms from Chief Education Officer for Schools (TTS), Town Hall, Bexley, Kent.

BURY
METHODIST BOROUGH BURY & HEYWOOD R.C. SECONDARY SCHOOL
Bridgwater Road, Whitefield, Manchester.
(Number on roll, 815 mixed)
Required for 1st September, 1976:
TEACHER (Scale 3) for **FRENCH** and **ENGLISH**.
Candidates seeking their first teaching appointment should complete this sheet when applying for this post.
Application forms and further details obtainable from, and returnable to the Head Teacher at the school by 30th June, 1976.

CALDERDALE
(Metropolitan District)
EDUCATION DEPARTMENT
HALIFAX OLD GRAMMAR SCHOOL
Sugden Lane, Illingworth, Halifax HX3 8PL
Required for Autumn Term only, **TEACHER of GENERAL SUBJECTS** to teach mixed ability groups in 1st year classes. Scale 3. This is a temporary appointment.
Letters of application to the Headmaster by June 30, 1976.

DEVON
PAIGNTON SCHOOL
Torquay Road, Paignton
TEACHER, Scale 1, required September, 1976, to teach GENERAL SUBJECTS to those of 'O' level year in the forming mixed ability groups.
Application forms and further details obtainable from the Headmaster, Peterhouse Road, Paignton.

DONCASTER
EDUCATION COMMITTEE
ELLERS HIGH SCHOOL
St. Michael's Road, Doncaster
(Pupils 1,050)
Doncaster
Required for September, 1976, Scale 3 **TEACHER—Art and Pottery.**
This Comprehensive (11-18 11+) 5-stream school is situated in modern well-equipped buildings. Pupils are prepared for examinations of C.S.E., G.C.E. and many examinations at 16-plus.
Full or part removal expenses may be paid in approved cases.
Application forms and further particulars are available from the Head of the Department, to whom completed forms should be returned as soon as possible.

SEFTON
Metropolitan Borough of)
LIVERPOOL COLLEGIATE GRAMMAR (GIRLS) HIGH SCHOOL
Rudakin Way, Ainsdale, Southport, Merseyside, PR8 3RA
Required for September, 1976, Scale 1 **TEACHER of GERMAN**
The Sixth Form is approximately 200 strong and provides first-rate Arts and Science courses for the 'Upper Sixth' and 'Lower Sixth'. Applicants from the Sixth Form of the Collegiate High Boys' School are invited to apply for this post.
The post includes general pastoral duties and guidance for admission to a Degree course.
Applications may be made by letter stating full particulars of qualifications and experience to the Headmistress at the above address.

Other Posts on Scale 2 and above

BURY
MUNICIPAL HIGH SCHOOL
ELLINGTON COUNTY SECONDARY SCHOOL
Bridgwater Road, Whitefield, Manchester
(Number on roll, 815 mixed)
Required for 1st September, 1976:
TEACHER (Scale 3) for **FRENCH** and **ENGLISH**.
Candidates seeking their first teaching appointment should complete this sheet when applying for this post.
Application forms and further details obtainable from, and returnable to the Head Teacher at the school by 30th June, 1976.

CALDERDALE
(Metropolitan District) (1)
EDUCATION DEPARTMENT
HALIFAX OLD GRAMMAR SCHOOL
Sugden Lane, Illingworth, Halifax HX3 8PL
Required for Autumn Term only, **TEACHER of GENERAL SUBJECTS** to teach mixed ability groups in 1st year classes. Scale 3. This is a temporary appointment.
Letters of application to the Headmaster by June 30, 1976.

DEVON
PAIGNTON SCHOOL
Torquay Road, Paignton
TEACHER, Scale 1, required September, 1976, to teach GENERAL SUBJECTS to those of 'O' level year in the forming mixed ability groups.
Application forms and further details obtainable from the Headmaster, Peterhouse Road, Paignton.

DONCASTER
EDUCATION COMMITTEE
ELLERS HIGH SCHOOL
St. Michael's Road, Doncaster
(Pupils 1,050)
Doncaster
Required for September, 1976, Scale 3 **TEACHER—Art and Pottery.**
This Comprehensive (11-18 11+) 5-stream school is situated in modern well-equipped buildings. Pupils are prepared for examinations of C.S.E., G.C.E. and many examinations at 16-plus.
Full or part removal expenses may be paid in approved cases.
Application forms and further particulars are available from the Head of the Department, to whom completed forms should be returned as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MIDWAY DIVISION
CHATHAM—WALDERSLADE SECONDARY SCHOOL (11-18)
Hadlow Road, Rochfords, Chatham (825 boys and girls)
Required September, 1976, **TEACHER** for **CLINICAL SUBJECTS** with interest in developmental work in Lower School.
Ability to help with Neighbourhood Youth Centre an advantage.
Applications welcomed from final year students for non-graduate teachers with some experience. Assistance with removal and lodging expenses.
Application forms from Headmistress (stamped addressed envelope please) to be returned as soon as possible.

EALING
(London Borough of)
EDUCATION BOARD
CARDINAL NEWMAN HIGH SCHOOL
Action Way, Greenford, Middx.
Required for September, 1976, a **TEACHER of MATHEMATICS** and **PHYSICS**.
The school, which is mixed, became operative in September, 1975. It will be moving to a new site in Central Road, at Northolt, W.5 by the start of the Autumn Term, 1976. Size 8 forms entry, 1,240 places.
Salary in accordance with the provisions of the Burnham Committee Report, plus £582 Special Schools Allowance.
In appropriate cases, subject to conditions, assistance may be granted on loan for removal expenses, lodging allowance and disturbance allowance while waiting for accommodation.
Letters of application, giving details of career and qualifications and the names and addresses of two referees, should be sent at once as possible to the Headmaster at the school's present address. A loan pack (including application forms) is obtainable from the Education Officer (5510), stamped addressed envelope required.

HAMPSHIRE
SOUTHAMPTON AREA
REDBRIDGE SCHOOL
(Secondary comprehensive)
Cracknore Hard, Redbridge, Southampton
Required for September, 1976, a qualified **TEACHER** of **MATHEMATICS** with ability to teach one of the following subjects: Art, Biology, Physics, Drama, Geography, Music, Needlework. Scale 3 (new).
Applications by letter in the first instance to the Headmaster at the above address, stating full particulars of qualifications, experience and present appointment, and the names and addresses of two referees.
Assistance with removal expenses in approved cases.

HAVERING
(London Borough of)
EDUCATIONAL DEPARTMENT
REDCORN PARK SCHOOL
(Roll 1,150, Co-educational)
Appley Drive, Harold Hill, Romford, RM3 7BP
11-18 Comprehensive school situated on two sites.
Required, September, 1976—
TEACHER for **ENGLISH** and **SOCIAL STUDIES** (Main Scale 1 terms, B.U.A. payable.
Three months' notice for removal expenses.
Apply, in writing, to the Headmaster.

HERTFORDSHIRE
COUNTY COUNCIL
SIR FREDERIC OSBORN SCHOOL
Hertx Lane, Welwyn Garden City
Headmaster: Mr. H. R. Trenaman, M.A. (Cantab.)
TEACHER of DRAMA/RELIGIOUS EDUCATION. Scale 3 required to start September in this seven-form entry Comprehensive school with a large Sixth Form (900).
Applications in writing to the Headmaster at the school, giving curriculum vitae and naming two referees.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
SOUTH HUNSLEY SCHOOL
Hunsley Beacon, Brough, North Humberside
Pupils moved comprehensive reorganisation, September, 1976.
Required for September, 1976:
TEACHER of **GENERAL SUBJECTS**, Scale 1.
Applications are invited for the above post, preferably to commence duty from September, 1976, although suitable candidate will be responsible for commencing work.
Application forms may be obtained from the Secretary, Hunsley Comprehensive School, Gothic House, Brough, HU15 1QB, to be returned within 14 days of the appearance of this advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
NAPIER SECONDARY SCHOOL
Applications are invited for the post of **TEACHER of MATHEMATICS** and **GENERAL SUBJECTS**, Scale 3. This will be a first appointment for persons seeking their first post of responsibility.
Application should be made to the Chief Education Officer, Invicta House, Maidstone, Kent.

CANTERBURY DIVISION
CHARTHAM COUNTY SECONDARY SCHOOL
(Mixed, 1,394 pupils)
Required from September a trained **TEACHER** for **GENERAL SUBJECTS**, to include the teaching of music in the school and to help with general school assemblies.
Letters of application, giving the names and addresses of two referees, to the Headmaster, Chartham County Secondary School, Shalmsford Street, Chartham, near Canterbury, Kent.

LEICESTERSHIRE
RUSH SECONDARY SCHOOL
Coventry Road, Lutterworth
(Comprehensive, 11-18 mixed)
From August 1976: 0 roll, 1,000
GENERAL SUBJECTS
Scale 1
For September
Apply for forms with the names and addresses of two referees to the Head, from whom application forms may be obtained (Stamped addressed envelope).

LEICESTERSHIRE
GATEWAY SCHOOL
The Newarke, Leicester
(Roll 801)
LIBRARY/HISTORY
Scale 1
GRADUATE to play a substantial part in the development of Library for 4 Sixth Form College. Desirable that successful candidate should be able to teach History to 'O' level.
Apply for forms with the names and addresses of two referees to the Head (from whom further particulars may be obtained) to arrive as soon as possible.

LONDON
SKINNERS' COMPANY'S SCHOOL FOR GIRLS
(1,075 girls)
Clarendon Rise, Hill Rise, Richmond, Surrey, TW10 5HR
Required in September, part-time **TEACHER** for up to 6 periods per week to offer **FRENCH** to **'O' LEVEL**.
Apply by letter to the Headmistress, giving details of qualifications and experience. Interviews will be held in the week beginning 13th September.

LONDON, SAC.1
ST. SAVIOUR'S AND ST. OLAV'S CHURCH OF ENGLAND SCHOOL
New Kent Road, S.E.1
Required, September part-time **TEACHER** qualified in **MATHEMATICS**, **GENERAL SCIENCE**, **PHYSICAL EDUCATION** and **RELIGIOUS STUDIES** to 'O' level. Lunch provided if these subjects would be necessary.
Apply in writing to the Headmistress, stating age and experience together with the names of two referees.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
TAVERHAM HIGH SCHOOL
(Roll 857)
Taverham, Norfolk
Required for September:
TEACHER of **MATHEMATICS** throughout the school, with some responsibility for Mathematics in Lower School (Ref. 1).
TEACHER for **PHYSICS** in Middle and Senior School, with some responsibility for Physics throughout the school (Ref. 2).
Graduate level work is available in both Mathematics and Physics for qualified candidate and post (1) could be a Scale 2 appointment.
Application forms and further details may be obtained by sending a stamped self-addressed envelope to the Head at the school.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELSHPOOL HIGH SCHOOL
(Roll 1,000)
Required for September 1976 a qualified **ASSISTANT TEACHER** for **ART** and **CRAFT** to 'O' level.
Willingness to assist in the Sixth Form would be an advantage.
Application forms from the Headmaster, High School, Welshpool.
Telephone: Welshpool 3501.
Qualified **ASSISTANT TEACHER** required for **ENGLISH** to 'O' level and **R.S.** and **G.S.** to 'O' level for qualified candidate. Scale 1 post for suitable candidate (two if two suitable candidates would be appointed).
Salary in accordance with the provisions of the Burnham Committee Report, plus £582 Special Schools Allowance.
Application forms and further details may be obtained by sending a stamped self-addressed envelope to the Head at the school.

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANDRINDOD WELLS HIGH SCHOOL
(Roll 1,000)
Required for September 1976, a qualified **ASSISTANT TEACHER** for **ART** and **CRAFT** to 'O' level.
Willingness to assist in the Sixth Form would be an advantage.
Application forms from the Headmaster, Llandrindod Wells High School, Powys.

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
WESTOE SECONDARY SCHOOL
(Mixed)
Age — SECOND to SIXTH YEARS
TEACHER of **MATHEMATICS** required for the above post, preferably to commence duty from September, 1976, although suitable candidate will be responsible for commencing work.
Application forms may be obtained from the Secretary, Westoe Comprehensive School, Coronation Square, South Shields, NE33 2QH, to be returned within 14 days of the appearance of this advertisement.

TAMESIDE
METROPOLITAN BOROUGH
DENTON COUNTY COMPREHENSIVE SCHOOL
Group 10 (Mixed)
The following **ASSISTANT TEACHERS** will be required for this new purpose-built Comprehensive School to be opened in September, 1976:
Scale 3
HEAD of MUSIC
Scale 1
ENGLISH
GERMAN
DIVINITY
GENERAL STUDIES
Scale 2
TECHNICAL SUBJECTS
(For further details and application forms please contact the Headmistress, Shiloh Bridge Crescent, Denton, School for Girls, Waterloo Road, Stalybridge, Cheshire, Tel.: Dukinfield 2103, Ref. TC.16/HT/ER

TAMESIDE
METROPOLITAN BOROUGH
DENTON'S R.C. SECONDARY SCHOOL
Lees Road, Ashton Under Lyne
Required from September, 1976:
ASSISTANT TEACHER — **GENERAL SUBJECTS** — to cover first year, and some Lower Boys. Scale 1
Apply as soon as possible to The Headmaster, Mr. R. Lees, TEN.

WARWICKSHIRE
SPARKHILL DAY SPECIAL SCHOOL
Shirley Lane, Sparkhill, Birmingham
HEAD OF SPECIAL SCHOOL required, to be responsible for the pastoral care of some 30 boys and girls with educational and behaviour difficulties in a purpose-built unit.
Application forms (stamped addressed envelope for return) from the Area Education Officer, Dingle Lane, Devon, returnable by 18th June.

Deputy Headships
Senior Masters/Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
LADY ZIA WERNHER SCHOOL
Cardington Road, Luton Beds, LU2 0AU
(Roll 481)
Required for January, 1977:
DEPUTY HEAD for a boat for physically handicapped children aged two to 11. Vacancy due to promotion. Interest in multi-disciplined approach with multi-disciplined staff. Special Education and experience with educational aids desirable. Intending candidates welcome to visit prior to application. Interview and duties of post.
Application forms from Headmistress (stamped addressed envelope please) to be returned as soon as possible.

BEDFORDSHIRE
EDUCATION SERVICE
LADY ZIA WERNHER SCHOOL
Cardington Road, Luton Beds, LU2 0AU
(Roll 481)
Required for September, 1976:
DEPUTY HEAD for a boat for physically handicapped children aged two to 11. Vacancy due to promotion. Interest in multi-disciplined approach with multi-disciplined staff. Special Education and experience desirable. Intending candidates welcome to visit prior to application. Interview and duties of post.
Application forms from Headmistress (stamped addressed envelope please) to be returned as soon as possible.

BERKSHIRE
COUNTY COUNCIL OF BERKSHIRE
EDUCATION DEPARTMENT
HEADSHIPS
Applications are invited from suitably qualified teachers for the following posts:
EDINBURGH DIVISION
SECONDARY
GRANGE HIGH SCHOOL
ASSISTANT HOUSEMISTRESS with responsibility allowance
CRAIGHOUSE HIGH SCHOOL
ASSISTANT HOUSEMISTRESS with responsibility allowance
Application forms and further details obtainable from the Deputy Director (stamped addressed envelope required).
Letters of application, giving details of qualifications and experience, together with the names of two referees, should be sent to the Director of Education, Education Offices, Shire Hall, Reading, Berks.

BERKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASSISTANT HOUSEMISTRESS
LAMBOURN HIGH SCHOOL
(Roll 537)
Lambourn, Newbury
Required for September:
TEACHER of **MATHEMATICS** throughout the school, with some responsibility for Mathematics in Lower School (Ref. 1).
TEACHER for **PHYSICS** in Middle and Senior School, with some responsibility for Physics throughout the school (Ref. 2).
Graduate level work is available in both Mathematics and Physics for qualified candidate and post (1) could be a Scale 2 appointment.
Application forms and further details may be obtained by sending a stamped self-addressed envelope to the Head at the school.

BERKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
THATCHAM DIVISION
KENDRICK SCHOOL
(Roll 1,150)
Reading
Required for September, 1976:
TEACHER of **GENERAL SUBJECTS** (Ref. 1).
TEACHER for **ENGLISH** (Ref. 2).
Application forms and further details may be obtained by sending a stamped self-addressed envelope to the Head at the school.

BERKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
NEWBURY DIVISION
ST. BARTHOLOMEW SCHOOL
(Roll 1,150)
Newbury
Required for September, 1976:
TEACHER of **GENERAL SUBJECTS** (Ref. 1).
TEACHER for **ENGLISH** (Ref. 2).
Application forms and further details may be obtained by sending a stamped self-addressed envelope to the Head at the school.

BERKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
WINDSOR DIVISION
ETON WICK SCHOOL
(Roll 1,150)
Eton Wick, Windsor
Required for September, 1976:
TEACHER of **GENERAL SUBJECTS** (Ref. 1).
TEACHER for **ENGLISH** (Ref. 2).
Application forms and further details may be obtained by sending a stamped self-addressed envelope to the Head at the school.

BERKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
WINDSOR DIVISION
WINDSOR GIRLS' SCHOOL
(Roll 1,150)
Windsor
Required for September, 1976:
TEACHER of **GENERAL SUBJECTS** (Ref. 1).
TEACHER for **ENGLISH** (Ref. 2).
Application forms and further details may be obtained by sending a stamped self-addressed envelope to the Head at the school.

BERKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
WOKINGHAM DIVISION
HOLME GRANGE SCHOOL
(Roll 1,150)
Wokingham

SPECIAL EDUCATION
Scale 1 Posts
continued

GLOUCESTERSHIRE
THE RAIKES HOPE GROUP
BOURNSIDE SCHOOL
Howdenwell, Near Cheltenham
(Number on Roll 48 boys 7-16 Years)
Non-resident TEACHER (Scale 2 Post) GENERAL SUBJECTS required for September 1st 1976 or January 1st 1977.
Required at the above School, suitably qualified and experienced teacher. Some knowledge of the techniques and methods appropriate to remedial work would be an advantage.
The post is primarily concerned but the successful candidate would be expected to perform supervisory duties on a rota
Salary: Burnham Scale 3, plus special schools allowance, plus London allowance, plus sleeping-in allowance.
Applications to The Director, Raikes Hope Group of Special Schools, Hodgeworth Court School, Hodgeworth, near Cheltenham, Gloucestershire. Telephone Churchdown 713187.

GLOUCESTERSHIRE
Qualified TEACHER (non-resident) required for September, 1976, duties to commence on 13th September. Scale 2 plus SPECIAL ALLOWANCES as at present.
Burnham scales according to experience plus Special Schools allowance of £234 p.a. Normal school holidays.
Berrow Wood is a independent residential school for boys aged 7-13 years of 72 senior maladjusted boys which is set in the beautiful Malvern countryside and panelling. The regime is fully structured and special emphasis is placed on the establishment of happy relationships between staff and pupils.
Applications are forms to the Principal, Berrow Wood School, Berrow, near Ledbury, Herefordshire. Telephone Ripple (Worcester) 329 (Office hours only) giving full personal details.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION

BURTON SCHOOL
(E.S.N. (S))
Priory Road
Head: Mrs. Campbell
TEACHER required to take a small class of children with severe learning difficulties. Teaching experience desirable.
1 year Salary Scale 2 plus Excl Special Schools Allowance.
Application forms are available from the Head and should be returned by June 18.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
WORK, PLISONS' WORK
PREPARATION COURSE
PHYSICAL REHABILITATION CENTRE
A full-time TEACHER is required from September 1, 1976, to teach handicapped boys and girls of school leavers who attend the Young Persons' Rehabilitation Centre in the Employment Rehabilitation Centre Chamberlain Road, Hull. The trainees normally attend for 12 weeks. Full Burnham Allowances.
Application forms (stamped addressed envelope) from Divisional Education Officer, Essex Road, Hull.

GILLINGHAM DIVISION
BYRON C.P. JUNIOR SCHOOL
MAIDSTONE ROAD
Required for September experienced TEACHER for SPECIAL UNIT for mixed handicapped children. Infant or special teaching experience an advantage (Special Schools Allowance £351).
Further details and application forms are available from the Headmaster, Mr. Bell, Byron C.P. School, Gillingham, Kent. Telephone Medway 57187.

GLOUCESTERSHIRE
Qualified TEACHER (non-resident) required for September, 1976, duties to commence on 13th September. Scale 2 plus SPECIAL ALLOWANCES as at present.
Burnham scales according to experience plus Special Schools allowance of £234 p.a. Normal school holidays.
Berrow Wood is a independent residential school for boys aged 7-13 years of 72 senior maladjusted boys which is set in the beautiful Malvern countryside and panelling. The regime is fully structured and special emphasis is placed on the establishment of happy relationships between staff and pupils.
Applications are forms to the Principal, Berrow Wood School, Berrow, near Ledbury, Herefordshire. Telephone Hereford 329 (Office hours only) giving full personal details.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
BURTON SCHOOL
(E.S.N. (S))
Priory Road
Head: Mrs. Campbell
TEACHER required to take a small class of children with severe learning difficulties. Teaching experience desirable.
1 year Salary Scale 2 plus Excl Special Schools Allowance.
Application forms are available from the Head and should be returned by June 18.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
HUNSBURY SCHOOL
Billing Road, Kettering
Required September, suitably qualified and experienced TEACHER to take charge of boys aged 11-16 years throughout the school. Applicants from men or women, there are excellent opportunities for the successful candidate to undertake a stimulating programme with the backing of a well-equipped school.
A scale post might be available for a suitably qualified person, plus Special Schools allowance.
Further details and application forms may be obtained from the Headmaster at the above address.

OXON
BESSELS LEIGH SCHOOL
Near Abingdon
Required for September 1976: Resident ASSISTANT TEACHER at this special school for 50 senior maladjusted boys, situated five miles south of Oxford. Accommodation in two bed-roomed self contained flats in a new block. The school is well equipped and has an indoor heated swimming pool. Salary Burnham Scale for Special Schools with usual emoluments for overseas duties.
Application to the Principal including applicants age, married/single and telephone No. Tel. Oxford (0865) 390455.

REDBRIDGE
London Borough of
ROSE HALL
Hainault Road North, Rford, Essex
Head D Grenville Brown
TEACHER required as soon as poss. suitable for young adults to work in department of emotionally disturbed children. Previous teaching experience is essential but experience with maladjusted children not necessary.
Scale 3 plus special allowance.
Application forms available from the Head and should be returned to the Principal, Rose Hall, Hainault Road North, Rford, Essex.

ROTHERHAM
Metropolitan Borough of
DEPARTMENT OF EDUCATION
THORPE HALL GRANGE
S.E.N. (S) SCHOOL
Required for September 1976:
Temporary TEACHER—Scale 1, for 1 year.
Class teacher for Nursery/reception unit. Musical ability would be an advantage.
Application forms available from the Principal, Recruitment Officer, Education Offices, Municipal Offices, Moorgate Street, Rotherham (Tel. Rotherham 2121 Ext. 330).
R. Lloyd Jones, Director of Personnel.

ROTHERHAM
Metropolitan Borough of
DEPARTMENT OF EDUCATION
THORPE HALL GRANGE
S.E.N. (S) SCHOOL
Required for September 1976:
Temporary TEACHER—Scale 1, for General teaching. Music an advantage.
Application forms available from the Personnel Recruitment Officer, Education Offices, Municipal Offices, Howard Street, Rotherham. Tel. Rotherham 2121 Ext. 330.
R. Lloyd Jones, Director of Personnel.

SHROPSHIRE
EDUCATION COMMITTEE
SHINCHAIRE E.S.N. (S) SCHOOL
Required for January 1, 1977, or as soon as possible thereafter:
TEACHER required from September, 1976, to replace Mr. Bayley.
Application forms (send stamped addressed envelope) from and returnable to the Head

SHROPSHIRE
CONDOVER HALL SCHOOL
for Blind Children with Additional Handicaps
Condover, Nr. Shrewsbury
Shropshire SY5 7AH
Required by September 1976:
ASSISTANT TEACHER required for September 1976 to teach Blind children with additional handicaps. Preferably qualified and experienced. Scale 2 plus Special Schools Allowance.
A week-end might be available for a suitably qualified person, plus Special Schools allowance.
Further details and application forms may be obtained from the Headmaster at the above address.

SOLIHULL
EDUCATION COMMITTEE
Required for September 1976, or as soon as possible thereafter:
TEACHER for ESN (S) SCHOOL, Broad Oak Bay ESN (S) SCHOOL.
A qualified TEACHER for this proposed day remedial school for 170 older-boarding children. Scale 2 plus allowances for suitably qualified and interesting candidate. Applications from teachers seeking their first post in a special school would be welcome.
REYNOLDS CROSS DAY E.S.N. (S) SCHOOL, Lanchester Road, Solihull.
A qualified TEACHER to take charge of GARDENING/WOODWORK and GARDENING. Scale 2 + the new allowance for suitably qualified and experienced candidate, but applications from teachers seeking their first post in a special school would be welcome.
Application forms obtainable from the Director of Education, The Council House, Solihull. Work experience visits would be arranged within term time at the convenience of the applicant.

SURREY
CITY and Area Living Allowance may be payable. Recruitment difficulties. Generous relocation expenses in approved cases.
RUNNYDOWN SCHOOL
Hog's Back, Guildford
ASSISTANT TEACHER required at this residential school for 16 secondary-aged autistic boys.
Salary Scale 3 plus Special Schools Allowance, plus particular responsibility allowance.
WOODWORK an advantage.
Salary Scale 3 plus Special Schools Allowance, plus Special responsibility allowance.
Application forms available from the Personal Recruitment Officer, Education Offices, Municipal Offices, Bridge Street, Hollerdean (Tel. Hollerdean 2121 Ext. 330).
R. Lloyd Jones, Director of Personnel.

SURREY
Area Living Allowance may be payable. Recruitment difficulties. Generous relocation expenses in approved cases.
RUNNYDOWN SCHOOL
Hog's Back, Guildford
ASSISTANT TEACHER required at this residential school for 16 secondary-aged autistic boys.
Salary Scale 3 plus Special Schools Allowance, plus particular responsibility allowance.
WOODWORK an advantage.
Application forms available from the Personal Recruitment Officer, Education Offices, Municipal Offices, Bridge Street, Hollerdean (Tel. Hollerdean 2121 Ext. 330).
R. Lloyd Jones, Director of Personnel.

TUNBRIDGE WELLS DIVISION
BROOMHILL BANK SCHOOL
Tunbridge Wells
Required September 1976:
TEACHER for GENERAL SUBJECTS, with ability to take Music as advantage.
Scale 2 plus attached allowance (present rate £1,041).
Application forms, stamped addressed envelope from the Head, Broomhill Bank School, Tunbridge Wells.

ASHFORD DIVISION
ASHFORD, WILLESBOROUGH J.
Required September, 1976:
ASSISTANT TEACHER (Scale 1) in PHYSICAL EDUCATION and Games and/or Music.
ASHFORD NANDH SCHOOL
Required, a school for Mentally Handicapped Children aged 11 to 16 years.
Required September, 1976:
ASSISTANT TEACHER for GENERAL SUBJECTS, with Woodwork/Metalwork to the academic of pre-adolescent boys. Voluntary service to organisation of existing members of School Badminton Club. Scale 2 + allowance (at present rate £234) + Special Schools Allowance. Burnham Supplement (£220) for assistance in supervisory duties.
Application forms from the Head Teacher, Mr. Hutchings, Ashford Road, Hastingleigh, Ashford, Kent.

SUSSEX
INNER LONDON EDUCATION AUTHORITY
HEATON PLACE SCHOOL
Hailsham
Established Junior Boys)
TEACHER required for September 1976 to take charge of Special Class for Educationally Subnormal Boys.
Please see under the ILEA Special Education Scale 1 post, page 56, for further particulars.

WILTSHIRE
THE BARNARDISTE GROUP
ELMORE HOUSE SCHOOL
East Knoyle, Salisbury
Wiltshire
Number on Roll: 50 boys 7-16 years.
Non-resident TEACHER (Scale 2 post)
required to commence 6th September 1976 or 1st January 1977, to qualified the above school for maladjusted children and experienced TEACHING some knowledge of the techniques and methods appropriate to REMEDIAL WORK would be an advantage.
The post is primarily non-resident but the successful candidate would be expected to perform occasional sleeping in duties as per rota.
Salary: Burnham Scale 3, plus Special Schools allowance, plus London allowance, plus sleeping-in allowance.
Applications to The Director, Raikes Hope Group of Special Schools, Hodgeworth Court School, Hodgeworth, near Cheltenham, Gloucestershire. Telephone Churchdown 713187.

WORCESTER
BEWDLEY COURT
Catholic Residential Special School (Ages 7-16)
Bewdley
Head D Grenville Brown
TEACHER required as soon as poss. suitable for young adults to work in department of emotionally disturbed children. Previous teaching experience is essential but experience with maladjusted children not necessary.
Scale 3 plus special allowance.
Application forms available from the Head and should be returned to the Principal, Bewdley Court, Worcester WR9 8AQ.

Independent Schools

Headships

BELFAST
CAMPBELL COLLEGE
The Governors invite applications for the HEADMASTERSHIP which will fall vacant at the end of the Christmas Term, 1976.
Details of the appointment and forms of application may be obtained from the Bursar, Campbell College, Belfast 5, to whom applications should be received by him not later than June 30th, 1976.

BIRMINGHAM
KING EDWARD'S HIGH SCHOOL FOR GIRLS
Edgbaston Park Road, Birmingham 15
Direct grant, boarding independent, girls, 11 to 18.
The Governors of the Schools of King Edward the Sixth in Birmingham invite applications for the HEADSHIP of this school which will become vacant on 31st August, 1977, on the retirement of the Headmistress, Miss M. E. Lyon.
For particulars, write to the Secretary to the Governors, Edgbaston Park Road, Birmingham 15. Schools of King Edward the Sixth in Birmingham, Edmund Street Work Road, Birmingham 3 (S.A.E. requested).
Applications must be received by 19th July, 1976.

LONDON, N.W.11
KING ALFRED SCHOOL
North End Road, NW11 7HY
Required for September 1977:
HEADMASTER/MISTRESS to succeed Mr. Geoffrey Pearson, who retires in July, 1977.
The governors invite applications for this important and responsible post. Candidates should have a wide educational experience and qualification.
Please apply in writing, enclosing addresses of two referees to the Headmistress, giving details of qualifications and experience and the names of two referees of Jewish faith and Outer London Allowance.

SHEFFIELD
MOUNT ST. MARY'S COLLEGE
Required for September, 1976, HEADMASTER or HEADMISTRESS and BURSAR.
CONSTITUTION to be a Catholic lay trust for independent Catholic boys' public boarding school (11 to 18) and preparatory school. Residential accommodation available for Bursar in return for assistance with housemaster duties.
Ability to teach games an advantage.
Write with curriculum vitae and full particulars of qualifications to Mount St. Mary's College, Sheffield 2. Applications for HT. Telephone 0742 [illegible].

English

BERKSHIRE
BLAIRDALE SCHOOL
Ascot
Co-educational Independent Girls' Boarding & Day School
Required for September 1976 or January 1977:
GRADUATE required for September to teach ENGLISH throughout the school to G.C.E. 'A' level and University entrance. Good degree essential. Cambridge Scale with Government Superannuation. Applicant must be resident in Co. Durham/Northumberland.
Apply in Headmistress

BLACKBURN
QUEEN ELIZABETH'S GRAMMAR SCHOOL
(11-18) Direct Grant Independent 800 Boys
Required for September, 1976, a good Honours GRADUATE qualified to teach ENGLISH to all levels including University Entrance. Salary Burnham Scale.
Please apply to the Headmaster, with details of career, two recent testimonials and names of two referees.

BRISTOL
BADMINTON SCHOOL
Bristol BS9 5BA
Required in September Honours GRADUATE to teach MATHEMATICS throughout the school. Experience in the teaching of the subject an advantage. Burnham Scale, Graduate Entrance standard. Experience not essential. Rural setting. Full Government Superannuation.
Apply immediately to the Headmistress giving the names and addresses of two referees.

HERTFORDSHIRE
ABBOTSHOLME SCHOOL
Clavering, Herts, CB11 4QT
Tel: Buntingford (0763) 71276
There will be a one-year vacancy from September, 1976, for a GRADUATE to teach ENGLISH with subsidiary English. Help with General Subjects would be welcomed. Experience desirable but not essential.
Salary Burnham Scale 1 and Government Superannuation Scheme.
Apply in writing to Headmistress with curriculum vitae and names of two referees.

WEST SUSSEX
MICHAEL HALLIDAY PARK
Pulborough
Independent Boarding School for 300 girls, under the Woodard Corporation.
Required in September, GRADUATE to teach ENGLISH and GEOGRAPHY throughout the school in-cluding G.C.E. 'A' level. Salary according to Burnham Scale with Government Superannuation.
Please apply to the Headmistress.

History

MIDDLESEX
HEATHFIELD SCHOOL
Independent Day School for Girls, 580 pupils 11 to 18.
Required for September, 1976, to teach up to G.C.E. 'A' level.
Accommodation for single candidate. Salary Burnham Scale, Government Superannuation.
Please apply in writing, giving curriculum vitae and the names of two referees, to the Headmistress.

SUSSEX
WARNHAM COURT
Warnham, Horsham, RH12 3RA
Boarding school for 220, 10 to 18
Required for September, 1976, graduate HISTORY to teach G.C.E. 'O' and 'A' level. Salary according to Burnham Scale.
Apply to the Headmistress with curriculum vitae and names of three referees.

ESSEX
GEOGRAPHY TEACHER required for September to take Geography throughout the school up to G.C.E. level and share in the teaching of History and Religious Knowledge in the Middle School.
Burnham Scale 1 post.
Apply, with full details, to Mrs. Tee, The Times Week 1972.

LONDON, W.5
Required September, qualified GRADUATE for part-time post, to teach ENGLISH and GEOGRAPHY. London Burnham Salary.
Apply Headmistress, St. Anne's Catholic School, Ealing, London, W.5.

OXFORDSHIRE
TUDOR HALL SCHOOL
Banbury
Wanted for September, 1976, GRADUATE to teach GEOGRAPHY to G.C.E. 'O' level. Knowledge of modern techniques desirable.
Apply Headmistress with names of two referees.

SURREY
CHERSHAM HEIGHTS
Hawksmoor, near Farnham
Co-educational boarding day school of 11 to 18.
Required September
GRADUATE to teach HISTORY up to University Entrance in Irish History throughout the school to G.C.E. 'A' level and University entrance. Good degree essential. Cambridge Scale with Government Superannuation. Applicant must be resident in Co. Durham/Northumberland.
Apply in Headmistress

SURREY
ST. CATHERINE'S GIRLS' SCHOOL
Bramley, Guildford
Church Independent Day and Boarding School (620)
Required for September, a GRADUATE who could combine Middle School HISTORY with GEOGRAPHY/BIOLOGY. For a Scientific Geographer some A level work with the Cambridge Board could be available. Some previous teaching experience desirable.
Salary Burnham Scale 1 and Government Superannuation Scheme.
Apply in writing to Headmistress with curriculum vitae and names of two referees.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent Boarding School for 600 girls, 11 to 18
Required in September, Honours GRADUATE to be a member of a department of five to share in the teaching of HISTORY throughout the school to G.C.E. 'A' level and University entrance standard. Experience not essential. Burnham Scale and Government Superannuation.
Apply immediately to the Headmistress giving the names and addresses of two referees.

HERTFORDSHIRE
ABBOTSHOLME SCHOOL
Clavering, Herts, CB11 4QT
Tel: Buntingford (0763) 71276
There will be a one-year vacancy from September, 1976, for a GRADUATE to teach ENGLISH with subsidiary English. Help with General Subjects would be welcomed. Experience not essential.
Salary Burnham Scale 1 and Government Superannuation Scheme.
Apply in writing to Headmistress with curriculum vitae and names of two referees.

CROYDON
Good honours GRADUATE required September, 1976, to teach A level PHYSICS and MATHEMATICS.
Cambridge Tutors, 9 Clarendon Cross, Walter Tower Hill, Croydon CR0 5BA

ESSEX
MATHEMATICS TEACHER required to take Mathematics throughout the school up to G.C.E. 'A' level.
Burnham Salary, Scale 1 post, ref. TES 2524. The Times Week 1972

HAMPSHIRE
LORD WANDSWORTH COLLEGE
Long Sutton, Basingstoke
(H.M.C. Independent School)
Required for September, 1976, HEAD OF MATHEMATICS with the opportunity for a suitable candidate to take a real interest in the athletic life of the school and the coaching of games.
Salary Scale 4 with board and accommodation for a single teacher or an attractive house for a married one.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmaster, Lord Wandsworth College, Long Sutton, Basingstoke, Hants.

LIVERPOOL
THE LIVERPOOL SCHOOL
Childwall
Required September 1976:
GRADUATE (Honours) GRADUATE to teach ENGLISH to all levels and FRENCH to 'O' level.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmaster, The Liverpool School, Childwall, Liverpool L16 0JA.

Mathematics

COVENTRY
COVENTRY SCHOOL FOUNDATION
KING HENRY VIII SCHOOL
(11 to 18) 600
Required for September 1976
Graduate (or first two years)
A vacancy arises in September for a well qualified MATHEMATICIAN able to undertake a full share of teaching to 'O' and 'A' level.
Salary Burnham Scale 3 plus allowance for graduate status.
Applications to The Director, Hodgeworth Court School, Hodgeworth, near Cheltenham, Gloucestershire. Telephone Churchdown 713187.

COVENTRY
BARLOW SCHOOL
(860 pupils, 200 in the Sixth Form)
MASTER/MISTRESS required for September 1976 to teach MATHEMATICS throughout the school.
Applicants must be graduates with at least one subsidiary subject and must be able to undertake games including games.
Salary Burnham Scale 1 and Government Superannuation Scheme.
Apply in writing to Headmistress with curriculum vitae and names of two referees.

CROYDON
Good honours GRADUATE required September, 1976, to teach A level PHYSICS and MATHEMATICS.
Cambridge Tutors, 9 Clarendon Cross, Walter Tower Hill, Croydon CR0 5BA

HAMPSHIRE
LORD WANDSWORTH COLLEGE
Long Sutton, Basingstoke
(H.M.C. Independent School)
Required for September, 1976, HEAD OF MATHEMATICS with the opportunity for a suitable candidate to take a real interest in the athletic life of the school and the coaching of games.
Salary Scale 4 with board and accommodation for a single teacher or an attractive house for a married one.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmaster, Lord Wandsworth College, Long Sutton, Basingstoke, Hants.

LIVERPOOL
THE LIVERPOOL SCHOOL
Childwall
Required September 1976:
GRADUATE (Honours) GRADUATE to teach MATHEMATICS to all levels and SPANISH to 'O' level.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmistress, The Liverpool School, Childwall, Liverpool L16 0JA.

Remedial Posts

LONDON, N.W.11
KING ALFRED SCHOOL
North End Road, NW11 7HY
Required for September 1976, temporary TEACHER for REMEDIAL WORK in this independent co-educational day school for boys and girls 11-16, qualification not essential.
Please apply in writing, enclosing addresses of two referees, to the Headmistress, giving details of qualifications and experience and the names of two referees of Jewish faith and Outer London Allowance.

By Subject Classification

Careers

YORK
QUEEN MARGARET'S SCHOOL
Escrick Park
(Boarding Corporation)
Required September
ASSISTANT to take charge of Careers. Some teaching subject(s) required. Burnham Scale. Superannuation. Graduate preferred.
Apply, with details of training and experience and with copies of recent testimonials to the Headmistress.

Domestic Subjects

Heads of Department

SUSSEX
ROEDEAN SCHOOL
ROEDEAN, BRIGHTON
DOMESTIC SCIENCE DEPARTMENT
HEAD of Department required, preferably for September, 1976.
Please send full details, including age, qualifications and addresses of three referees to Headmistress, Roedean School, Brighton, Sus. 6HQ.

Economics

CROYDON
TRINITY SCHOOL
(Independent, H.M.C., 750 boys)
Required in September:
Honours GRADUATE to teach ECONOMICS to Advanced level. The department is well established as a dynamic record, and some 80 boys are taking A level this June.
Applicants should state subsidiary teaching subject where applicable, and other school activities to which they are keen to contribute.
Salary on Whitley Foundation Scale (under Burnham) + full London allowance. Generous removal expenses and possible help with accommodation.
Applications in writing with full curriculum vitae and the names of two referees, to the Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT. To reach us by Monday, 21st June.

Geography

CROYDON
BROAD GREEN COLLEGE
Independent Boarding School
requires for September a Graduate Geographer to teach to 'O' level. Sports participation essential. Good remuneration.
Telephone: 688-3145.

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INDEPENDENT
Mathematics
continued

KENT
[illegible] School
[illegible] September, 1976:
Applications are invited for the post of HEAD OF MATHEMATICS to succeed Mr. [illegible] who retires at the end of the Summer Term.
The successful candidate will be required to teach Mathematics throughout the school up to G.C.E. 'A' level and will be responsible for the organisation of the Mathematics Department.
Salary Scale 4 (Burnham) plus allowance for responsibility.
Applications with full curriculum vitae and the names of two referees should be sent to the Headmaster, [illegible] School, [illegible] Canterbury, Kent.

LONDON, S.E.21
LORD MAYOR TRELOAR COLLEGE
Holt Court
Required for September, GRADUATE to teach MATHEMATICS to boys in the Senior School. Some experience of teaching handicapped children desirable.
Salary Burnham Scale 1 plus Special Schools Allowance.
Application forms from the Bursar, Lord Mayor Treloar College, Holt Court, Alton, Hants. (0254) 61244.

MANCHESTER
MANCHESTER GRAMMAR SCHOOL
Required for September, 1977, or January, 1978, a GRADUATE to teach MATHEMATICS to boys throughout the School, which is organised in sets. Candidates should be willing to undertake some games coaching.
Salary Burnham Scale 1 and Government Superannuation Scheme.
Apply in writing to the Headmaster, giving full curriculum vitae and the names of two referees.

NORTH WALES
RUTHIN CASTLE
Ruthin
(Independent, 200 girls, Boarding and Day)
GRADUATE required for September, 1976, or January, 1977, to teach MATHEMATICS throughout the School and additionally to help with games and activities.
Applications are invited from candidates who are willing to undertake some games coaching and who can help with the organisation of Duke of Edinburgh's Award Scheme.
Salary Burnham Scale 1 plus allowance for Graduate.
Applications with full curriculum vitae and the names of two referees should be sent to the Headmistress, Miss [illegible].

PERTHSHIRE
HANNOCH SCHOOL
Banchory, Kincardineshire, AB3 3YA
Required in September, 1976, GRADUATE to teach MATHEMATICS throughout the School with subsidiary LATIN or ENGLISH.
Candidates must be willing to take part in the full activities of this country boarding school.
Salary on Burnham Scale, London Allowance.
Apply, with full curriculum vitae, to Mrs. [illegible].

STAFFORDSHIRE
DENSTONE COLLEGE
(H.M.C. Boarding 520 Boys)
Required September, 1976, GRADUATE to teach MATHEMATICS and ART to HEAD of his/her subject. Candidates must be willing to take part in the full life of a boarding community. Own Salary Scale. Single or married accommodation available.
Enquiries and applications to the Headmaster, Denstone College, Uttoxeter, Staffordshire, as soon as possible.

FRENCH/SPANISH resident teacher required for small independent boarding school in Surrey, September, 1976—apply Box [illegible], The Times.

WANTED IN SEPTEMBER, Senior Mistress to teach French to Scholarship standard in Preparatory School, Apply Box [illegible] The Times Week 1972.

Modern Languages

BRISTOL
BRISTOL GRAMMAR SCHOOL
Direct Grant—to become independent in September
Required for September, 1976, GRADUATE to teach GERMAN and FRENCH to all levels. Salary according to Burnham Scale. Special qualifications and/or experience, BUOY Unified Scheme. Candidates interested in swimming or voluntary service in the Sea Cadet Corps are essential. Temporary appointment may be considered.
Apply with full curriculum vitae and names of two referees to the Headmaster.

BRISTOL
CLIFTON HIGH SCHOOL FOR GIRLS
Boarding and Day
Required September
ASSISTANT MISTRESS to teach FRENCH with subsidiary GERMAN throughout the school to 'O' level. Ability to help with games and activities.
Salary Burnham Scale, Graduate Entrance Standard.
Apply in writing to the Headmistress, Clifton High School for Girls, Clifton Park, Bristol BS8 3JD.

CAMBRIDGESHIRE
KIMBOLTON SCHOOL
Kimbolton, Huntingdon
Independent, H.M.C., boarding and day, 11-18, 550 boys
Required for September, 1976, or January 1977 GRADUATE to teach FRENCH throughout the School to 'O' and 'A' level and to help with games including Rugby, Cricket and Athletics.
Salary Burnham Scale 1 with responsibility allowance and duties to be arranged.
Apply to the Headmaster, The Grammar School, Kimbolton, Huntingdon, PE18 0EA.

ESSEX
HAVERING SCHOOL
Co-educational boarding school.
Required September 1976:
GRADUATE to teach FRENCH throughout School to universities standard. Ability to help with games and activities essential.
Salary Burnham Scale 1 plus allowance for graduate status.
Applications with curriculum vitae and the names of three referees should preferably be made to the Headmistress, Miss [illegible].

ESSEX
[illegible] SCHOOL
Co-educational Boarding School.
Required September 1976:
GRADUATE to teach FRENCH throughout School to universities standard. Ability to help with games and activities essential.
Salary Burnham Scale 1 plus allowance for graduate status.
Applications with curriculum vitae and the names of three referees should preferably be made to the Headmistress, Miss [illegible].

ESSEX
[illegible] SCHOOL
Co-educational Boarding School.
Required September 1976:
GRADUATE to teach FRENCH throughout School to universities standard. Ability to help with games and activities essential.
Salary Burnham Scale 1 plus allowance for graduate status.
Applications with curriculum vitae and the names of three referees should preferably be made to the Headmistress, Miss [illegible].

HARROGATE
PANNAL COLLEGE
Required to teach FRENCH throughout School and to help with games. Salary Burnham Scale. Graduate Entrance standard. Boarding House available for married couple. Accommodation for single teacher.
Apply to Headmistress giving full curriculum vitae and names of two referees.

HERTFORDSHIRE
ALDENHAM SCHOOL
Elstree, Herts, WD6 3AJ
Tel: Radlett 7808 (01923)
There will be a one-year vacancy from September, 1976, to teach FRENCH with subsidiary English. Help with General Subjects would be welcomed. Experience not essential.
Salary Burnham Scale 1 and Government Superannuation Scheme.
Apply in writing to Headmistress with curriculum vitae and names of two referees.

ESSEX
MATHEMATICS TEACHER required to take Mathematics throughout the school up to G.C.E. 'A' level.
Burnham Salary, Scale 1 post, ref. TES 2524. The Times Week 1972

HAMPSHIRE
LORD WANDSWORTH COLLEGE
Long Sutton, Basingstoke
(H.M.C. Independent School)
Required for September, 1976, HEAD OF MATHEMATICS with the opportunity for a suitable candidate to take a real interest in the athletic life of the school and the coaching of games.
Salary Scale 4 with board and accommodation for a single teacher or an attractive house for a married one.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmaster, Lord Wandsworth College, Long Sutton, Basingstoke, Hants.

LIVERPOOL
THE LIVERPOOL SCHOOL
Childwall
Required September 1976:
GRADUATE (Honours) GRADUATE to teach MATHEMATICS to all levels and SPANISH to 'O' level.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmistress, The Liverpool School, Childwall, Liverpool L16 0JA.

LONDON, W.11
The Independent Community School
Campden Hill Square, W.8.
Required September, 1976:
Head of Department to teach ENGLISH throughout the School to G.C.E. 'A' level.
Graduate with experience of teaching in a Comprehensive School.
Salary Burnham Scale 1 plus allowance for Graduate.
Apply in writing to the Headmaster, The Independent Community School, Campden Hill Square, W.8.

MANCHESTER
MANCHESTER GRAMMAR SCHOOL
Required for September, 1977, or January, 1978, a GRADUATE to teach MATHEMATICS to boys throughout the School, which is organised in sets. Candidates should be willing to undertake some games coaching.
Salary Burnham Scale 1 and Government Superannuation Scheme.
Apply in writing to the Headmaster, giving full curriculum vitae and the names of two referees.

NORTH WALES
RUTHIN CASTLE
Ruthin
(Independent, 200 girls, Boarding and Day)
GRADUATE required for September, 1976, or January, 1977, to teach MATHEMATICS throughout the School and additionally to help with games and activities.
Applications are invited from candidates who are willing to undertake some games coaching and who can help with the organisation of Duke of Edinburgh's Award Scheme.
Salary Burnham Scale 1 plus allowance for Graduate.
Applications with full curriculum vitae and the names of two referees should be sent to the Headmistress, Miss [illegible].

PERTHSHIRE
HANNOCH SCHOOL
Banchory, Kincardineshire, AB3 3YA
Required in September, 1976, GRADUATE to teach MATHEMATICS throughout the School with subsidiary LATIN or ENGLISH.
Candidates must be willing to take part in the full activities of this country boarding community. Own Salary Scale. Single or married accommodation available.
Enquiries and applications to the Headmaster, Hannoch School, Banchory, Kincardineshire, as soon as possible.

STAFFORDSHIRE
DENSTONE COLLEGE
(H.M.C. Boarding 520 Boys)
Required September, 1976, GRADUATE to teach MATHEMATICS and ART to HEAD of his/her subject. Candidates must be willing to take part in the full life of a boarding community. Own Salary Scale. Single or married accommodation available.
Enquiries and applications to the Headmaster, Denstone College, Uttoxeter, Staffordshire, as soon as possible.

READING
THE ABBEY SCHOOL
Direct Grant Incoming Independent
Required in September, 1976, a part-time TEACHER of CLARINET, to teach individuals and small groups. Additional duties in the Music Department may be available.
Applications should be sent immediately to Dr. Spicer.

Physical Education

FIFE
ST. LEONARDS SCHOOL
St. Andrews
Required 9th September, 1976, GAMES MISTRESS for two hours per week in netball, lacrosse and hockey. Saturday.
Please apply to the Headmistress with the names of two referees.

HAMPSHIRE
LORD MAYOR TRELOAR COLLEGE
HEAD OF PHYSICAL EDUCATION
Required for September, 1977, HEAD OF PHYSICAL EDUCATION throughout the School. Responsibility for the organisation of the whole of the Physical Education programme for boys and girls of all abilities from 11 to 19 years.
Applicants must be graduates with a good record in Physical Education and should be able to teach Games to G.C.E. 'O' level and Physical Education to 'A' level.
Salary Burnham Scale 3 plus Special Schools Allowance plus responsibility allowance.
Apply in writing to the Headmistress giving full curriculum vitae and the names of two referees.

KENT
KENT COLLEGE
Near Tunbridge Wells TN3 0AX
Independent Boarding and Day School for Boys and Girls
Required for September, 1976, a GRADUATE to teach MATHEMATICS throughout the School up to G.C.E. 'A' level and to help with games and activities.
Applications with full curriculum vitae and the names of two referees should be sent to the Headmaster, Kent College, Near Tunbridge Wells, Kent TN3 0AX.

LONDON
ALLEYN'S SCHOOL
Dulwich, S.E.22
Required for September, 1976, a GRADUATE to teach MATHEMATICS throughout the School up to G.C.E. 'A' level and to help with games and activities.
Applications with full curriculum vitae and the names of two referees should be sent to the Headmaster, Alleyn's School, Townley Road, Dulwich, S.E.22.

LONDON
ALLEYN'S SCHOOL
Dulwich, S.E.22
Required for September, 1976, a GRADUATE to teach MATHEMATICS throughout the School up to G.C.E. 'A' level and to help with games and activities.
Applications with full curriculum vitae and the names of two referees should be sent to the Headmaster, Alleyn's School, Townley Road, Dulwich, S.E.22.

DERBYSHIRE
A RUDOLF STEINER SCHOOL
Required for September, 1976, a GRADUATE to teach MATHEMATICS to boys in the Senior School. Ability to help with games and activities essential. Teaching experience desirable but not essential.
Salary Burnham Scale 1 plus allowance for graduate status.
Applications with full curriculum vitae and the names of two referees should be sent to the Headmaster, Michael Hall School, Kidbrooke Park, Forest Row, Sussex.

DERBYSHIRE
ST. ELOPH'S SCHOOL
Hatton Dale, Matlock, DE4 5DA
Required for September, 1976, additional full-time TEACHER to take Geography and Games (girls) and Games (boys) and Physical Education.
Apply with full curriculum vitae and names of two referees to the Headmistress.

KENT
ST. EDMUNDS SCHOOL
Canterbury
Required for September, 1976, additional full-time TEACHER to take MATHEMATICS and PHYSICS and to help with games and activities.
Apply with full curriculum vitae and names of two referees to the Headmaster.

LONDON
ALLEYN'S SCHOOL
Dulwich, S.E.22
Required for September, 1976, a GRADUATE to teach MATHEMATICS throughout the School up to G.C.E. 'A' level and to help with games and activities.
Applications with full curriculum vitae and the names of two referees should be sent to the Headmaster, Alleyn's School, Townley Road, Dulwich, S.E.22.

LONDON
ALLEYN'S SCHOOL
Dulwich, S.E.22
Required for September, 1976, additional full-time TEACHER to take MATHEMATICS throughout the School up to G.C.E. 'A' level and to help with games and activities.
Applications with full curriculum vitae and the names of two referees should be sent to the Headmaster, Alleyn's School, Townley Road, Dulwich, S.E.22.

LONDON, W.11
The Independent Community School
Campden Hill Square, W.8.
Required September, 1976:
Head of Department to teach ENGLISH throughout the School to G.C.E. 'A' level.
Graduate with experience of teaching in a Comprehensive School.
Salary Burnham Scale 1 plus allowance for Graduate.
Apply in writing to the Headmaster, The Independent Community School, Campden Hill Square, W.8.

**MANCHES

INDEPENDENT
Science
continued

MANCHESTER M3 1SB
GIRLS' HIGH SCHOOL
GILLIGATE HOSPITAL SCHOOL
An Assisted Direct Grant School

As a result of promotion, a vacancy arises at this Specialist School for girls of young physicists, for a 11-16 Level of PHYSICS is compulsory in this School up to "A" Level there are opportunities for additional specialist topics, and for extra-curricular activities. Applicants should have a degree and be young enough to benefit from working in the growing boarding community. Experience of boarding would be an advantage. Burnham Scale 2 or 3 (with responsibility allowance where appropriate) according to experience and qualifications. Initial salary will be determined.

Apply by letter, with the names of two referees, to the Headmistress at the School, 11 Gillygate, York, to reach her not later than 10th June, 1976.

MIDDLESEX
SOUTH LONDON COLLEGIATE
Cavendish Road, Sutton, Surrey SM2 5HX

Required September 1976, graduate and specialist TEACHER of PHYSICS and CHEMISTRY to "O" and "A" level. Salary Burnham Scale 2 or 3 according to qualifications and experience.

Apply as soon as possible to the Headmistress, giving details and names of two referees.

PERTHSHIRE
PERTH HIGH SCHOOL S.H.M.I.S.—
Tel. 21 Perth.

PHYSICS GRADUATE required in September for one year to teach PHYSICS up to 'O' level.

Candidates should be young, in sick—it will form part of the County boarding school of 265 boys.

Accommodation available.

Salary: Scottish Scale.

Further details of curriculum etc. to the Headmaster, Hutcheon Street, Perth, Perthshire PH1 5HP. Tel. 0738 3961.

RICHMOND upon Thames
ST. ELIZABETH'S CATHOLIC GIRLS' SCHOOL
Popes Way, Twickenham, Middx

Required in September: Trained GRADUATE to teach PHYSICS to "O" level and "A" level. Part-time GRADUATE to teach CHEMISTRY to "O" level and "A" level full-time or part-time.

Recognised Direct Grant Grammar School. Burnham Scale, London Allowance. Generous superannuation.

Write for application form to the Headmaster, enclosing a stamped addressed envelope.

SURREY
EWELL CASTLE SCHOOL
Ewell, Epsom
Non-selective independent grammar day and boarding school for 540 boys.

Wanted for September a GRADUATE to teach MATHEMATICS, Salary and conditions of Burnham Scale. Willingness to undertake games and other extra-curricular activities. Evening supervision, but out of school activities would be welcomed.

Applications together with the names and addresses of two referees to the Headmaster.

ESSEX
KING'S PARK COLLEGE
St. Edwards Drive, Romford RM2 5JH
Required September, 1976, full-time TEACHER for second year linguists.

Apply in writing to the Headmaster.

GLOUCESTERSHIRE
Required, a couple with some capital interested in taking a leading part time in the development of a school in—A mixed 11-18 boys' free day grammar school with a growing boarding community would be ideal. Accommodation provided (married or single).

Application to Head Master, Christ's College, Banbury.

Speech and Drama

BUCKINGHAMSHIRE
DENHAM COURT SCHOOL
Green Lane, Denham, High Wycombe (01-5 3 4 5 6 7 8 9 0)
Independent boarding and day school for 270 girls.

There will be a vacancy in September for a TEACHER of SPEECH and DRAMA to take SPOKEN ENGLISH throughout the school with Government Superannuation. Salary Burnham Scale Graded. Please write to the Headmaster.

STAFFORDSHIRE
ABBOTS BROMLEY
Rugeley
SCHOOL OF ST. MARY AND ANNE
(350 girls)

Required in September, 1976, full time qualified TEACHER of SPEECH and DRAMA. Individual pupils and small groups. Overnight accommodation available.

Apply Headmistress.

Other than by Subject Classification

Other Assistants

BATH
KING EDWARD'S SCHOOL
Tel. 0225 64251
H. M. Direct Grant becoming Comprehensive
JUNIOR SCHOOL
(for boys seven to 11 years)

Required for September: ASSISTANT MASTER to teach MATHEMATICS/HISTORY and PHYSICAL EDUCATION to nine to 11-year-old boys. Some games coaching.

Apply to the Head, King Edward's Junior School, Bath, Somerset BA1 5LZ, giving two referees.

BROMLEY
Independent Grammar School in Bromley, Kent, requires qualified ASSISTANT to teach Middle School CERTIFICATE and GCE 'O' level (5 years) and GRIST GAMES — Rugby, Soccer, Cricket, Athletics, Tennis, etc. BR2 9LS. Tel. 0689 2 [illegible]

ESSEX
LOUGHTON SCHOOL
Required after September, ASSISTANT MISTRESS and ASSISTANT MASTER to teach MATHS and PHYSICS to boys and girls in the 11-16 year-old group.

Salary Burnham London Allowance. Government Superannuation.

Applications to the Headmaster, The High Road, Loughton, Essex. Telephone 01-508 5533.

ESSEX
KING'S PARK COLLEGE
St. Edwards Drive, Romford RM2 5JH
Required September, 1976, full-time TEACHER for second year linguists.

Apply in writing to the Headmaster.

GLOUCESTERSHIRE
Required, a couple with some capital interested in taking a leading part time in the development of a school in—A mixed 11-18 boys' free day grammar school with a growing boarding community would be ideal. Accommodation provided (married or single).

Application to Head Master, Christ's College, Banbury.

HERTFORDSHIRE
CHANTRY ARDENS, HAWTHORNS
Great Hayes Hall, Sandridgeworth
Required in September for this independent PUBLIC GIRLS BOARDING/DAY School. Resident or non-resident

(1) HOME ECONOMICS to "O" and "A" level.
(2) CLASSICAL STUDIES. State other subjects offered.

Salary Burnham Scale Grade 3. Recruited qualified Teachers considered.

Apply to the Principal with full details including two referees.

HERTFORDSHIRE
Required for boarding/day school for girls 11-18 years, TEACHER to teach GEOGRAPHY to 'O' and 'A' level. Burnham Scale salary with Horsham Allowance.

Apply to the Headmistress, Rosary Priory, Shenfield Road, Ingrave Road, Brentwood, Essex. Tel. Brentwood 213 [illegible]

LONDON, S.E.3
CHRIST'S COLLEGE
BLACKHEATH, SE3 0AD
Boys' Independent Grammar School

(1) Required for September, due to promotion, an ASSISTANT MASTER to teach PHYSICS and CHEMISTRY to G.C.E. 'O' level and to assist in the Physics laboratory.

(2) TEACHER, preferably graduate, required to teach MATHS throughout the school.

Salary will be on Burnham Scale according to qualifications and experience.

Apply in writing, giving full details of qualifications and experience, to the Headmaster, Hranmer's House, Blackheath, London SE3 0AD.

LONDON, S.W.15
PUTNEY HIGH SCHOOL
Tel. 01-788 5175
93 Putney Hill SW15 6HH

Required for September 1976, a qualified TEACHER of GEOGRAPHY to take charge of a Kindergarten class. Five to six-year-old girls.

Burnham Scale.

Please apply by letter, enclosing curriculum vitae, names of referees, to the Headmistress.

LONDON, W.1
Required for September in recognition of the below mentioned subjects, a TEACHER of one of the following subjects: (1) MATHEMATICS, (2) FRENCH, (3) GERMAN, (4) SPANISH, (5) HISTORY, (6) GEOGRAPHY, (7) ART, (8) MUSIC, (9) ENGLISH, (10) RELIGIOUS KNOWLEDGE, (11) PHYSICAL EDUCATION, (12) SCIENCE, (13) DOMESTIC SCIENCE, (14) SECRETARIAL STUDIES, (15) ECONOMICS, (16) ENGLISH AS A FOREIGN LANGUAGE.

Apply in writing to the Headmistress, St. Mary's Convent, 14 Upper Berkeley Street, London, W.1.

LONDON, W.8
LADY EDEN'S SCHOOL
41 Victoria Road
Required for September, 1976, a trained experienced TEACHER for 7-9 year old girls. Main subjects: MATHS, modern and traditional to Universal Primary Level. Secondary GEOGRAPHY and SCIENCE. Burnham Scale. Government Superannuation.

Apply in writing to the Headmistress, giving full details and the names of two referees to the Principal.

NORFOLK
Applications are invited from qualified TEACHERS for the following posts for September, 1976.

(1) Elementary and Junior School ASSISTANT.

(2) Senior School SOCIAL STUDIES. (3) All subject elementary teachers for Organised 2 & 3 Form Entry.

Apply Headmaster, The American School, Brailwell, Great Yarmouth, England.

NOTTINGHAMSHIRE
Required for September 1976

(1) FRENCH TEACHER to "O" level.

(2) ENGLISH TEACHER to "O" and "A" level.

Some boarding duties, on short an advantage. Cottage available at reasonable rent for married applicant.

Apply Headmaster, Grammar School, Retford, Notts. Tel.: Retford [illegible]

STAFFORDSHIRE
CLIFTON HOUSE
Roman Catholic Independent Preparatory School for Boys
Grammar Boarding and Day School
Headmaster: Rear Admiral Brooke-on-Trent

Vacancies (Details ISVB 0.7.75)

TWO Resident GRADUATES required for September 1976.

(1) One to teach FRENCH throughout the School to A Level and to assist with games.

(2) One to teach ENGLISH to A Level and drama tradition.

Applicants should be single other sex preferred, with enthusiasm for boys' activities and willingness to help with games and Cub pack. Excellent opportunity for two unmarried applicants.

Burnham Scales, good conditions, wine with duty included. Reply to Headmaster at the School.

STOCKPORT
STOCKPORT GRAMMAR SCHOOL
Lancashire Independent Direct Grant Boys' School
ASSISTANT MASTER required to teach MATHEMATICS to 'O' and 'A' level and help with games and activities.

Apply to the Headmaster. The Grammar School, Stockport SK1 3NU, stating qualifications, experience, age, games, interests and references.

SURREY
PUTNEY WOOD FINISHING SCHOOL
Bramley, Surrey
Tel. 048 632 3004

Boarding and Day Students. The following staff required for September:

(1) An experienced TYPEWRITING TEACHER.

(2) An experienced CORDON BLEU Trained TEACHER.

Single accommodation available in Cordon Bleu House.

Applications with full details and two referees to the Principal.

SURREY
SCHOOL STAFF
Required for Woodhall Finishing School for September 1976 the following staff:

(1) A Young Lady to teach Typing, Shorthand and Secretarial Duties.

(2) A Lady to teach Cookery to include recipe recording students and acting as Housekeeper.

Salary and duties are flexible and negotiable on basis with other teaching staff.

Apply to the Principal, Paddock Wood, Tonbridge, Kent. Telephone: Paddock Wood 2253.

SUSSEX
SHOTTERMILL MANOR SCHOOL
Lovers, SH.W.
In addition to day girls in the sixth School, is now accepting day students for their Sixth Form Level courses. Teaching is by small tutorial groups in an independent sixth form unit.

Acceptance is dependent on interview and proven "O" Level grades.

Details of a one-year course available on request.

YORK
GIRLS' GRAMMAR SCHOOL
(Woodlands Foundation)

Required for January, September 1976 two terms of a Graduate TEACHER to take classes in French and Spanish to "O" level and "A" level. Salary Burnham Scale Graded. Assistant Mistress. Assistance with sabbatical offered. Burnham Scale 2 Range 2. Pension, commencement of Church of England preferred.

Apply with details of training and experience and with names of recent testimonials to the Headmistress.

GARRITAS-THIRING SERVICES LTD.
6, 7 & 8 Berkeley Street London W1X 5HH
Tel: 01-629 9411

are seeking well-qualified secretarial teachers for posts in INDEPENDENT SCHOOLS

No fee whatever is payable by candidates for teaching posts.

APPLICATIONS are now being considered for the following posts: Senior Science Mathematics Teacher for small independent girls' boarding school in Essex, Junior Mathematics Teacher in Buckinghamshire, Junior Classics Teacher in Essex, Assistant Mistress to take PE with Games in Surrey. Please write to Box TES 1218, The Times, W.C.1X 8EZ.

Preparatory Schools

Headships

CHESHIRE
THE GRANGE SCHOOL
Hartford, Northwich, Cheshire
The Governors invite applications for the HEADSHIP of this Preparatory School which is a reconstituted Junior-Level Primary School, followed by 9 Form, with about 300 pupils and a qualified teachers.

Further details may be obtained from the Bursar at the School address. The salary will be open to negotiation but will not be less than the appropriate Burnham Scale, with additional superannuation contributions. The successful candidate will be expected to take up the appointment either on 1st September, 1976, or on 1st January, 1977.

Applications with detailed curriculum vitae, together with the names of three referees, should be addressed to the Chairman of the Governors, c/o Messrs. Hollings & Walmsley, Lane, Hertford, Northwich, Cheshire.

By Subject Classification

Art and Design

SURREY
L.A.P.S. Boys' Preparatory School of 180 requires a TEACHER of Art to commence duties January 1977. Applicants qualified to teach Pottery and Woodwork will be preferred. DEPARTMENT is developing. All sports encouraged. Salary Burnham Scale. Assistant Master's Allowance. Accommodation may be available for single staff. Salary, Burnham Scale plus Boarding Allowance. Government Superannuation.

Applications in writing please with full curriculum vitae and names of two referees to the Headmaster, Hazelwood School, Walton Hill, Limpsfield, Oxted, Surrey.

Classics

SURREY
PREPARATORY SCHOOLS
required for September, 1976, boys' R.C. day preparatory school L.A.P.S. TEACHER (1) to read ENGLISH or HISTORY, (2) to read CLASSICS. Burnham Scale. Government superannuation. Application forms from the Secretary, Cranmore, Esher, Surrey KT10 8EA.

English

Heads of Department

BERKSHIRE
HOLME GRANGE
Easthampstead Road, Wokingham
Tel. 0734 784411

Required for September —
HEAD of ENGLISH within the Senior School to teach the age range 11-18 plus, with common Entrance and Scholarship work. Ability to coach Games and Cricket would be an advantage.

Holme Grange is an independent day Preparatory School serving a fee-paying area. Salary above Burnham Scale. Assistance with accommodation.

Applications, giving details of qualifications and experience, to the Headmaster.

Other Assistants

CORNWALL
TRURO PREPARATORY SCHOOL
Required for September, to teach mainly ENGLISH subjects. Must be ready to assist in out-of-class activities. Some games and CCF contribution important. Burnham Scale.

Apply with curriculum vitae and names of three referees to the Headmaster.

Geography

GLOUCESTERSHIRE/GWENT
ST. WINNOW-ON-THE-HILL
Applications are invited for the appointment of GEOGRAPHY TEACHER to commence duties in September 1976 or earlier by arrangement. Salary will be given to applicants over 25 who possess a teaching qualification and who could coach rugby. Applications from others will be considered.

Further details may be obtained from the Headmaster, St. Winnow-on-the-Hill, near Chepstow, Gwent. Applications should be made with a curriculum vitae, together with the names of two referees.

KENT
ST. [illegible]
Bank Holiday
Tel: Lacey 213

Gifted, hearing & day, 11-18. Assoc. ABRMS, Boarding & day, 11-18. Assoc. AIIMS, Boarding & day, 11-18.

Required Sept. 1976, a young graduate TEACHER to live and to join duty in the staff, and take one or more games. Some extra-curricular activities. Salary Burnham Scale plus Boarding Allowance. Government Superannuation.

Applications in writing please with full curriculum vitae and names of two referees to the Headmaster, Hazelwood School, Walton Hill, Limpsfield, Oxted, Surrey.

SUSSEX
Required in September 1976, an ASSISTANT TEACHER of MATHEMATICS up to G.C.E. and P.S.E. level. Resident post for single person. Ability to coach Junior soccer and/or cricket a recommendation. Candidates with suitable choral experience (tenor or bass) would be eligible to combine this post with a lay vicarship in the Cathedral.

School salary related to Burnham Scale, with extra additional.

Write with curriculum vitae and names of two referees to the Headmaster, Chichester Cathedral Choir School, Canon Lane, Chichester, West Sussex PO19 1HT.

Modern Languages

SCOTTISH BORDER
ST. NINIAN'S
Moffat, Dumfriesshire
(1.A.P.S., 90 Boys, all boarders)

Young resident BACHELOR for September to teach FRENCH to C.S.E., to small old-fashioned preparatory school where real effort, initiative, keenness and enthusiasm are rewarded and achieved. Wide scope for gamers. Superb mountain-locality countryside and beautiful surroundings.

SURREY
REGATE ST. MARY'S
PREPARATORY AND CHOIR SCHOOL
Educational Trust, I.A.P.S.
Recognised boys' day school, Stonehall Avenue.

Qualified TEACHER required in September for French up to C.S.E., and some of GERMAN up to C.S.E. and G.C.E. 'O' level. Salary Burnham Scale, plus allowance for responsibility.

Apply with curriculum vitae and names of two referees to the Headmaster of the Preparatory School.

KENT
HISTORY TEACHER required September for boys' day school. Some experience desirable. College available.

Please write, with full details, to Robert Hollis, M.A., The Hill School, Westerham, Kent.

SUSSEX
LADYCROSS SCHOOL
Seaford

Applications are invited for the position of HISTORY TEACHER at this Girls' Day School, I.A.P.S. school. A young teacher, preferably a graduate, with an enthusiasm for boys' games is looked for. Salary to be based on Burnham with Government Superannuation.

Apply in writing to the Headmaster.

Mathematics

SURREY
HARVEY HILLS BOARDING PREPARATORY SCHOOL
Witley, Godalming
Tel. Wormley 2634

Required for September, 1976, MATHEMATICS TEACHER to teach up to G.C.E. 'O' level. Junior Science. Music or married accommodation available.

Please contact the Headmaster.

SUSSEX
Required in September, 1976, an ASSISTANT TEACHER of MATHEMATICS up to G.C.E. and P.S.E. levels. Resident post for single person. Ability to coach Junior soccer and/or cricket a recommendation. Candidates with suitable choral experience (tenor or bass) would be eligible to combine this post with a lay vicarship in the Cathedral.

School salary related to Burnham Scale, with extra additional.

Write with curriculum vitae and names of two referees to the Headmaster, Chichester Cathedral Choir School, Canon Lane, Chichester, West Sussex PO19 1HT.

Music

Heads of Department

WEST SUSSEX
PONTHILL
East Grinstead, West Sussex
(I.A.P.S., boarding and day)

Required in September, a DIRECTOR of MUSIC to take Individual and class lessons and to train choir and orchestra.

Beautiful chapel with fine organ. Some modern school teaching in other subjects an advantage. Burnham Scale. Cottage available for married man. Unmarried accommodation wife if wanted. Unmarried accommodation also available.

Apply Headmaster, with full particulars and names of two referees.

Other Assistants

LONDON, N.W.1
GEORGE BIRKBECK HOUSE
HAMPSTEAD SCHOOL

Required Sept.

Qualified and experienced TEACHER to take charge of MUSIC in Junior School.

Ability to take a middle school subject an advantage.

Apply in writing giving full details of qualifications and experience to the Headmaster, North Hales Manor School, 64 Clarendon Gate, London, N.W.1.

Physical Education

ISLE OF WIGHT
RYDE SCHOOL
The Junior School
(I.A.P.S.: 170 boys)

Required September 1976, a MASTER in charge of PHYSICAL EDUCATION SPECIALIZING in the coaching of football and cricket in the Junior School and to undertake some general teaching and resident duties as a House Tutor.

Apply to the Headmaster with curriculum vitae and names of two referees.

Science

BEDFORD
RUSHMOOR SCHOOL
238 Day Boys, 35 Boarders

Required in September, 1976, or January, 1977, an ASSISTANT MASTER or MISTRESS to teach Nothing SCIENCE and some MATHEMATICS to common Entrance standard. Fully equipped Science Laboratories.

Free board and lodging available for bachelor in return for some boarding duties. Salary on Burnham Scale 1 and Government Superannuation.

Apply, with details of qualifications and experience, and names of referees, to the Headmaster, Oh/80 Shakespeare Road, Bedford.

BERKSHIRE
THE ABBEY SCHOOL
Reading, Berkshire

Required in September, 1976:

A qualified TEACHER of HISTORY to G.C.E. 'O' level, willing to take charge of cricket. Please state any additional subject and games interests. H.S.C. Salary scale applies. Government Superannuation.

Curriculum vitae and names of two referees to the Headmaster of the Preparatory School.

KENT
HISTORY TEACHER required September for boys' day school. Some experience desirable. College available.

Please write, with full details, to Robert Hollis, M.A., The Hill School, Westerham, Kent.

SUSSEX
LADYCROSS SCHOOL
Seaford

Applications are invited for the position of HISTORY TEACHER at this Girls' Day School, I.A.P.S. school. A young teacher, preferably a graduate, with an enthusiasm for boys' games is looked for. Salary to be based on Burnham with Government Superannuation.

Apply in writing to the Headmaster.

Mathematics

SURREY
HARVEY HILLS BOARDING PREPARATORY SCHOOL
Witley, Godalming
Tel. Wormley 2634

Required in September, 1976, MATHEMATICS TEACHER to teach up to G.C.E. 'O' level. Junior Science. Music or married accommodation available.

Please contact the Headmaster.

SUSSEX
Required in September, 1976, an ASSISTANT TEACHER of MATHEMATICS up to G.C.E. and P.S.E. levels. Resident post for single person. Ability to coach Junior soccer and/or cricket a recommendation. Candidates with suitable choral experience (tenor or bass) would be eligible to combine this post with a lay vicarship in the Cathedral.

School salary related to Burnham Scale, with extra additional.

Write with curriculum vitae and names of two referees to the Headmaster, Chichester Cathedral Choir School, Canon Lane, Chichester, West Sussex PO19 1HT.

Modern Languages

SCOTTISH BORDER
ST. NINIAN'S
Moffat, Dumfriesshire
(I.A.P.S., 90 Boys, all boarders)

Young resident BACHELOR for September to teach FRENCH to C.S.E., to small old-fashioned preparatory school where real effort, initiative, keenness and enthusiasm are rewarded and achieved. Wide scope for gamers. Superb mountain-locality countryside and beautiful surroundings.

SURREY
REGATE ST. MARY'S
PREPARATORY AND CHOIR SCHOOL
Educational Trust, I.A.P.S.
Recognised boys' day school, Stonehall Avenue.

Qualified TEACHER required in September for French up to C.S.E., and some of GERMAN up to C.S.E. and G.C.E. 'O' level. Salary Burnham Scale, plus allowance for responsibility.

Apply with curriculum vitae and names of two referees to the Headmaster of the Preparatory School.

KENT
HISTORY TEACHER required September for boys' day school. Some experience desirable. College available.

Please write, with full details, to Robert Hollis, M.A., The Hill School, Westerham, Kent.

SUSSEX
LADYCROSS SCHOOL
Seaford

Applications are invited for the position of HISTORY TEACHER at this Girls' Day School, I.A.P.S. school. A young teacher, preferably a graduate, with an enthusiasm for boys' games is looked for. Salary to be based on Burnham with Government Superannuation.

Apply in writing to the Headmaster.

Other than by Subject Classification

BUCKINGHAM
ACKLEY WOOD SCHOOL
Required in September, a qualified and experienced TEACHER to take charge of a small class of 8- to 9-year-olds.

Apply in writing giving full details and names of two referees to Mrs. Mary Wood School, Buckinghamshire.

BUCKINGHAMSHIRE
GAYHURST SCHOOL
Gayhurst Cross Buckinghamshire
(I.A.P.S. 200 plus day boys)

A qualified teacher is required for September 1976 to teach ENGLISH STUDIES and/or HISTORY to P.S.E. and G.C.E. 'O' level.

Interest in Games and/or extra-curricular activities an advantage.

Salary in accordance with Burnham Scales and Graded Assistance, Government Superannuation. Assistance may be available for suitable married man. Unfurnished accommodation also available.

Applications, giving details of qualifications and experience to the School Bursar by Friday, 18th June. Posts advertised will not be notified.

HERTFORDSHIRE
HARVEY PRIORY PREPARATORY SCHOOL
Hatfield Road, Bushey

Required for September, 1976 or January, 1977:

(1) Qualified FEMALE TEACHER for a class of 8-year-olds.

(2) Part-time TEACHER for Physical Education.

(3) Part-time TEACHER for Music.

Apply Burnham Scale.

HERTFORDSHIRE
ST. CHRISTOPHER'S SCHOOL
(A boarding and day school for girls)

Required for September, 1976, a graduate TEACHER of GEOGRAPHY to take charge of the subject throughout the School and give some games coaching. Salary Burnham Scale 2 or 3 according to qualifications and experience.

Apply to the Headmistress, St. Christopher's School, Windmill Road, Hemel Hempstead, Herts.

SALOP
SHREWSBURY HIGH SCHOOL
Girls' Public Day School Trust
92 Town Walls, Shrewsbury

Required for September, 1976, or January, 1977, a TEACHER to take charge of 9-10 year olds, initially on a temporary or part-time basis, with a view to permanent appointment for suitable candidate.

Burnham Scale and Government Superannuation.

Please apply for Headmistress as soon as possible and in any case before 30th June, 1976, giving names and addresses of two referees.

SURREY
THE PRIORY SCHOOL
Shalford
(A.P.S. Day/boys)

Young graduate TEACHER required September for Games and Middle forms. RUGBY, SOCCER, CRICKET essential. Burnham plus Games Allowance. Salary £2,781 to £4,389 (Burnham Scale 2). Commencement.

Apply Headmaster (Bakewell 27341 with names of referees.

DEVON
TEACHER required for September/January temporarily for MATHEMATICS and SCIENCE to Common Entrance and P.S.E. standard. Ability to assist with sports and out-of-school activities.

Applications stating age, experience and salary to the Headmaster, Drake's Head School, 56 Plymouth Road, Tavistock, Devon.

EALING
HAMILTON HOUSE JUNIOR
Boys' Preparatory School established over 75 years. Recognised Preparatory School

Required TEACHER for age range 7-9.

Apply in writing, giving details, to The Boys' Bursar, Hamilton House, 7 Clarence Road, Ealing, W.5.

HEREFORDSHIRE
THE ARROWSMITH ALLEN PREPARATORY SCHOOL
(Private Independent 150-pupil School for Girls)
32 Broomy Hill, Hereford

Required for the Autumn Term, 1976:

An ASSISTANT TEACHER to teach MATHEMATICS to the 10 to 12 age group. Ability to teach Games essential. Burnham Scale.

Applications, giving details of qualifications and experience to the School Principal by Friday, 18th June. Posts advertised will not be notified.

HERTFORDSHIRE
HARVEY PRIORY PREPARATORY SCHOOL
Hatfield Road, Bushey

Required for September, 1976:

(1) Qualified FEMALE TEACHER for a class of 8-year-olds.

(2) Part-time TEACHER for Physical Education.

(3) Part-time TEACHER for Music.

Apply Burnham Scale.

HERTFORDSHIRE
ST. CHRISTOPHER'S SCHOOL
(A boarding and day school for girls)

Required for September, 1976, a graduate TEACHER of GEOGRAPHY to take charge of the subject throughout the School and give some games coaching. Salary Burnham Scale 2 or 3 according to qualifications and experience.

Apply to the Headmistress, St. Christopher's School, Windmill Road, Hemel Hempstead, Herts.

SURREY
PUTNEY HIGH SCHOOL
93 Putney Hill, SW15 6HH
Tel. 01-788 5175

Required September 1976, graduate TEACHER of GEOGRAPHY to take charge of Kindergarten class. Five to six-year-old girls.

Burnham Scale.

Please apply by letter, enclosing curriculum vitae, names of referees, to the Headmistress.

SURREY
L.A.P.S. Boys' Preparatory School of 180 requires a TEACHER of Art to commence duties January 1977. Applicants qualified to teach Pottery and Woodwork will be preferred. DEPARTMENT is developing. All sports encouraged. Salary Burnham Scale. Assistant Master's Allowance. Accommodation may be available for single staff. Salary, Burnham Scale plus Boarding Allowance. Government Superannuation.

Applications in writing please with full curriculum vitae and names of two referees to the Headmaster, Hazelwood School, Walton Hill, Limpsfield, Oxted, Surrey.

Colleges of Further Education

Heads of Department

DONCASTER
LONDON FOUNDATION AUTHORITY

DON VALLEY INSTITUTE OF FURTHER EDUCATION

HEAD OF ARWICK AND DISTRICT TUTORIAL CENTRE

Applications are invited from suitably qualified persons for appointment to the above post. Applicants should have some experience of tutorial work. Applicants should have some knowledge of the area and will be expected to live within the area. Salary will be on the Burnham Further Education Scale for Lecturer Grade II (£3,591 to £4,389 per annum).

Further particulars and forms of application may be obtained from the Principal, Don Valley Institute of Further Education, Bawtry Road, Doncaster DN4 7DD. Closing date for receipt of applications 18th June, 1976.

NEWHAM
(London Borough of)
WEST HAM COLLEGE
Principal: W. J. M. Cadee

Required for September 1976:

(1) HEAD of LIBERAL STUDIES DEPARTMENT

Applications are invited for the above post to teach Liberal Studies to students taking City and Guilds of London Institute Courses and to be responsible for organising and developing the Liberal Studies Department.

(2) LECTURER Grade II in LIBERAL STUDIES

Applicants are invited for the above post to teach Liberal Studies to students taking City and Guilds of London Institute Courses.

Salary for both posts will be on the Burnham Further Education Scale for Lecturer Grade II (£3,591 to £4,389 per annum).

Application forms and further particulars may be obtained from the Principal, West Ham College of Technology, Romford Road, Stratford, London E15 4LZ. Tel. 01-534 4851 (Telephone: Eastlings).

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
COLLEGE OF ARTS AND TECHNOLOGY
Dalton Lane, Rotherham

Required September, 1976:

HEAD OF LIBERAL STUDIES DEPARTMENT

Applications are invited for the above post which is based at the Centre of the Rotherham Campus of the College of Arts and Technology from 1st September, 1976. The Head will be responsible for the development of liberal studies courses and will be expected to participate in the teaching of such courses. Applicants should possess a degree or equivalent qualification and should have had considerable experience in teaching liberal studies to students in further education. Applicants should be able to promote and develop liberal studies courses and to co-operate with colleagues in the development of integrated courses.

Salary will be on the Burnham Further Education Scale for Head of Department (£5,967 to £6,765 per annum).

Application forms and further particulars may be obtained from the Principal, College of Arts and Technology, Rotherham Campus, Eastwood, Rotherham S65 1EG. Telephone: Rotherham 62251.

Closing date for receipt of completed forms 18th June, 1976.

WORCESTER
Required in September at 16th July Young Children's Nursery courses up to full-time Child and Family Care and N.N.E.B. (Nursery Nurse Examinations) Courses.

Salary on the scale £2,781 to £4,389 per annum (starting point according upon qualifications and experience).

Duties to commence on 1st September, 1976.

Removal expenses in accordance with the Council's scheme will be given on appointment to the approved grade.

Application forms and further particulars are available (please send a stamped addressed envelope) from the Principal, Worcester College of Technology, Deansway, Worcester WR1 2JF. Closing date for receipt of applications 18th June, 1976.

YORK
Young TEACHER required to be responsible for the teaching of MATHEMATICS with some to C.S.E. and G.C.E. 'O' level. Salary Burnham Scale. Assistant Mistress's Allowance. Burnham Scale.

Applications, giving details of qualifications and experience, to the School Principal by Friday, 18th June. Posts advertised will not be notified.

CHESHIRE
THE ASSEMBLY
Alderley Edge

Required in September, 1976, a TEACHER for GENERAL SUBJECTS in the Junior School. Salary will be on Burnham Scale for A.P.S. Day and Weekly Boarding Schools. Other staff help with all kinds of extra curricular activities. Games coaching could be offered in suitable combination but not essential.

Burnham Scale and D.E.S. Superannuation.

Please apply with curriculum vitae and two referees to the Headmaster.

DERBYSHIRE
S. ANSELM'S
Bakewell
(I.A.P.S., Boarding School)

Required September, qualified resident TEACHER for a form of about nine boys aged about 9+. Ability to coach games and help with boarding between seven and nine o'clock essential. Sympathetic understanding of boys' homesickness. Salary according to Burnham Scale. Government Superannuation. Excellent accommodation.

Apply Headmaster (Bakewell 27341 with names of referees.

DEVON
TEACHER required for September/January temporarily for MATHEMATICS and SCIENCE to Common Entrance and P.S.E. standard. Ability to assist with sports and out-of-school activities.

Applications stating age, experience and salary to the Headmaster, Drake's Head School, 56 Plymouth Road, Tavistock, Devon.

EALING
HAMILTON HOUSE JUNIOR
Boys' Preparatory School established over 75 years. Recognised Preparatory School

Required TEACHER for age range 7-9.

Apply in writing, giving details, to The Boys' Bursar, Hamilton House, 7 Clarence Road, Ealing, W.5.

HEREFORDSHIRE
THE ARROWSMITH ALLEN PREPARATORY SCHOOL
(Private Independent 150-pupil School for Girls)
32 Broomy Hill, Hereford

Required for the Autumn Term, 1976:

An ASSISTANT TEACHER to teach MATHEMATICS to the 10 to 12 age group. Ability to teach Games essential. Burnham Scale.

Applications, giving details of qualifications and experience, to the Principal by Friday, 18th June. Posts advertised will not be notified.

HERTFORDSHIRE
HARVEY PRIORY PREPARATORY SCHOOL
Hatfield Road, Bushey

Required for September, 1976:

(1) Qualified FEMALE TEACHER for a class of 8-year-olds.

(2) Part-time TEACHER for Physical Education.

(3) Part-time TEACHER for Music.

Apply Burnham Scale.

HERTFORDSHIRE
ST. CHRISTOPHER'S SCHOOL
(A boarding and day school for girls)

Required for September, 1976, a graduate TEACHER of GEOGRAPHY to take charge of the subject throughout the School and give some games coaching. Salary Burnham Scale 2 or 3 according to qualifications and experience.

Apply to the Headmistress, St. Christopher's School, Windmill Road, Hemel Hempstead, Herts.

SURREY
PUTNEY HIGH SCHOOL
93 Putney Hill, SW15 6HH
Tel. 01-788 5175

Required September 1976, graduate TEACHER of GEOGRAPHY to take charge of Kindergarten class. Five to six-year-old girls.

Burnham Scale.

Please apply by letter, enclosing curriculum vitae, names of referees, to the Headmistress.

SURREY
L.A.P.S. Boys' Preparatory School of 180 requires a TEACHER of Art to commence duties January 1977. Applicants qualified to teach Pottery and Woodwork will be preferred. DEPARTMENT is developing. All sports encouraged. Salary Burnham Scale. Assistant Master's Allowance. Accommodation may be available for single staff. Salary, Burnham Scale plus Boarding Allowance. Government Superannuation.

Applications in writing please with full curriculum vitae and names of two referees to the Headmaster, Hazelwood School, Walton Hill, Limpsfield, Oxted, Surrey.

COLLEGES OF FURTHER EDUCATION
continued

Other Appointments

AVON COUNTY
BRISTOL TECHNICAL COLLEGE
ASHLEY ROAD, BRISTOL BS2 9AT

BUSINESS STUDIES DEPARTMENT
VACANCY FOR PART-TIME LECTURER (GRADE IV)

Required in September, 1976 —

LECTURER Grade II in ACCOUNTING to teach Cost Accountancy to Course H.N.D. and other Courses and also to undertake some departmental administrative duties.

Candidates should be graduates or ACA or AMA or equivalent professional qualification and experience.

Salary scale, £5,901 to £6,885 with additions in addition for relevant part-time experience.

Send stamped addressed envelope for application form which must be returned by 18th June, 1976.

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
AYLESBURY COLLEGE OF FURTHER EDUCATION
DEPARTMENTS OF EDUCATION AND AGRICULTURE

Principal: K. C. Line, M.A. (Cantab.)

APPOINTMENT OF GENERAL STUDIES

Lecturer(s)

Applications are invited for the above post to teach Electrical Engineering subjects up to Technician Course standard. Applicants should possess a degree or equivalent qualifications in Electrical Engineering Science, Relevant industrial experience would be desirable.

Salary scale: £5,591 to £6,885 per annum inclusive of London Weighting Allowance.

Application forms and further details from the Principal at the College, Victoria Place, Carlisle.

CUMBRIA
EDUCATION COMMITTEE
WORKINGTON TECHNICAL COLLEGE
Vulcan Street, Workington, Cumbria
Principal: C. Appleby

Required from 1st September, 1976 —

LECTURER I, HACKWORK and ASSISTANT LECTURER I, MOTOR VEHICLE WORKSHOP PRACTICE and ASSISTANT LECTURER I, MOTOR VEHICLE WORKSHOP PRACTICE (part time) to August 31st, 1977).

Application forms and further details from the Principal at the college, New Lane, Workington CA14 2AW.

ESSEX
BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon, Essex SS16 5NN
Principal: D. Hicks

Required from 1st September, 1976 —

LECTURER II in BUSINESS STUDIES to teach Secretarial subjects up to Private Secretary's Certificate and Diploma standard. Ability to teach Shorthand and Typewriting essential. Applicants should have a degree or equivalent qualification and relevant industrial experience.

LECTURER II in ENGLISH and BUSINESS STUDIES required for September or as soon as possible thereafter. Applicants should be graduates in English to students on secretarial courses.

Applicants should be graduates in the subject with relevant industrial experience. Ability to teach Shorthand and Typewriting. Experience in the catering industry would be an advantage.

Further particulars and forms of application from the Secretary, Basildon College of Further Education, Nethermayne, Basildon, Essex SS16 5NN. Telephone: Basildon 22451.

Closing date for receipt of completed forms 18th June, 1976.

CORNWALL
EDUCATION COMMITTEE
CAMBORNE SCHO

THE TIMES EDUCATIONAL SUPPLEMENT 4.6.76

London Borough of Redbridge

Redbridge Technical College
Little Heath, Barley Lane
Romford RM6 4XT

Required from 1st September, 1976:

LECTURERS I in:

Secretarial Skills
Computer Science/Mathematics
Accounts/Allied Subjects

Application forms and further particulars may be obtained from the Principal at the above address.

Bedfordshire Education Service

Barnfield College (Luton)

New Bedford Road, Luton LU3 2AX

Required for either
September 1976/January 1977

TUTOR (Lecturer Grade I) in LAW and ACCOUNTS

to teach full-time secretarial students.

Candidates should be graduates or hold an appropriate professional qualification, and preferably, will have some business experience.

Salary within the range: £2,781 to £4,689 p.a. dependent on qualifications and experience.

Details available from Registrar's Office. Please enclose stamped, addressed envelope.

County of Cleveland

CLEVELAND EDUCATION COMMITTEE

STOCKTON/BILLINGHAM TECHNICAL COLLEGE

Applications are invited from suitably qualified persons for the following posts:

DEPARTMENT OF MANAGEMENT, PROFESSIONAL & GENERAL STUDIES

Ref. 17/6

Principal Lecturer in Professional Studies
(re-advertisement)
This post also carries responsibility as Deputy Head of Department.

Ref. 18/6

Lecturer I in General Studies
Required to teach Craft and Technician Students in the Engineering and Construction Departments.

Ref. 19/6

Lecturer I in Management Subjects
Required to teach in well established NEBSS and IWM Certificate Courses.
Applicants should be able to teach at least two of the following subjects: Communications, Economics, Production, Industrial Relations, Health and Safety at Work.

Ref. 20/6

Lecturer I in English
Required to teach English to G.C.E., 'A' level for full-time students and to participate in English servicing work.

DEPARTMENT OF FOOD, HEALTH AND FASHION
Ref. 21/6

Lecturer I in Child Development and Education
For work with NNEB courses.

DEPARTMENT OF SCIENCE
Ref. 22/6

Lecturer I in Mathematics
Required to teach Pure and Applied Mathematics up to G.C.E. 'A' level, O.N.C. and Technician Course students.

Full details and application forms may be obtained from the Principal, Stockton/Billingham Technical College, The Causeway, Billingham, Cleveland TS23 2DE—telephone Stockton 552101—to whom completed forms should be returned within 14 days of the appearance of this advertisement.

COLLEGES OF FURTHER EDUCATION continued

NORFOLK
EDUCATION COMMITTEE
THE ROBLOCK COLLEGE OF Arts AND TECHNOLOGY
King's Lynn
Required for September 1, 1976
LECTURER Grade I AUDIOLOGY SCIENTIST
to teach Auxiliary Science to full and part-time students working for awards including C.S.E., O.N.C., Hotel Diploma and Hospital Certificate examinations. Candidates should have specialist knowledge of human physiology and preferably a degree in Biology, Chemistry and Physics. Some clinical work would be involved for industrial and previous teaching experience is desirable.
Salary: Burnham Scale for Teachers in Further Education, £2,466 to £4,707 plus £312 supplementary award.
Application forms and further details will be forwarded by the Chief Administrative Officer on receipt of request enclosing a stamp for reply.

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
KETTERING TECHNICAL COLLEGE
Required for 1st September, 1976, or as soon as possible thereafter,
LECTURER Grade II or I (according to qualifications and experience) in ACCOUNTANCE
preferably by graduates in Commerce or Business Studies and having a professional qualification. The person appointed will be required to lecture to full-time N.A.T.D. students and part-time students of O.N.C., H.N.C. and Management studies.
Application forms and further particulars may be obtained from the Principal, Kettering Technical College, St. Mary's Road, Kettering NN15 7HR, Kettering 4622.

NORTH DEVON
NORTH DEVON COLLEGE
PRINCIPAL: G. F. Bird, J.P., M.A., M.Ed.M.
Applications are invited for the post of
LECTURER GRADE II in HOUSEKEEPING ACCOMMODATION SUBJECTS / Head Department of Food and Fashion to date from 1st September, 1976. The successful applicant will teach mainly following and City and Guilds to O.N.D. and City and Guilds Catering examinations. The ability to contribute to the teaching of Food Service subjects would be an additional recommendation. Candidates should be graduates or equivalent and experience.
The salary scale is £2,469 to £4,377. The starting salary will depend on qualifications and experience.
Letters of application—there are no forms—should be sent to the Principal, Barnstaple.

NORTH WALES
COUNTY COUNCIL
LLANDRILLO TECHNICAL COLLEGE
CLWYD AND GWYNEDD EDUCATION AUTHORITIES
DEPARTMENT OF FASHION AND HEALTH
LECTURER1 Grade I for LADIES' HAIRDRESSING required for September, 1976.
Candidates should have industrial experience and suitable qualifications in hairdressing. A teaching qualification and/or teaching experience would be an advantage.
Salary: Lecturer Grade I—scale for teachers in Establishments for Further Education, i.e., £2,469 to £4,707 plus £312 Supplementary Allowance. Commencing salary in accordance with qualifications and experience.
Further information and form of application available from the Registrar at the College. Closing date 21st June, 1976.

NORTH YORKSHIRE
(County of)
YORK COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF BUILDING
LECTURER GRADE II IN CONSTRUCTION STUDIES
To teach on the O.N.C. and H.N.C. and the full-time N.D.D. courses and related technician courses.
Applicants should be able to offer Construction Technology to a high level and have had considerable experience in Architecture, Quantity Surveying or Construction Site Management. They should preferably hold a degree in a relevant discipline or be members of a related professional institution.
Salary Burnham Scale for Teachers in Further Education, £2,466 to £4,707 plus £312 supplementary award.
Application forms and further details will be forwarded by the Chief Administrative Officer on receipt of request enclosing a stamp for reply.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST NOTTINGHAMSHIRE TECHNICAL COLLEGE
Derby Road, Mansfield
Nottinghamshire NG18 5BH
Required for September 1976 or as soon as possible thereafter,
LECTURER Grade II in FABRICATION and WELDING ENGINEERING
Applicants should possess appropriate qualifications in fabrication and welding. Good practical experience in both welding and fabrication is regarded as essential.
Teaching experience and qualifications, whilst desirable, are not essential.
The ability to assist in the teaching of mechanical or electrical workshop theory and practice would be advantageous.
Salary Scale: £2,781-£4,689.
Details of salary and conditions of service, together with application forms may be obtained from the Principal, Mansfield 21121.
Closing date—11th June 1976.

OXFORD
OXFORD COLLEGE OF FURTHER EDUCATION
Cowley Road, Oxford
Applications are invited for the following posts which will be available from September 1, 1976, or as soon thereafter as possible:
Department of Business Studies
LECTURER I in ECONOMICS to teach Economics as a number of courses and to participate in the development of computing teaching in the department of Business Studies. Candidates should have a good honours degree and preferably also they would be prepared to teach Mathematics. Applicants should have a degree in economics and preferably also teaching qualifications.
Department of Food Technology, Hotels and Social Services
LECTURER I Grade II in CHEFF and CATERING CRAFTS to teach Cookery to the various examinations in the department. Candidates should have the Preliminary Certificate awarded by the C.G.L.I. Teachers in this department should have good practical experience in the hotel and catering industry and preferably also in institutional work. Applicants should have good qualifications and a wide knowledge of food and cookery.
LECTURER I in English (temporary post for one year) to teach English to G.C.E. 'O' level and General Studies throughout the department to full-time students taking vocational courses as well as day release students. In addition, suitably qualified and experienced candidates may also be considered for teaching English, drama and literature to full-time students working for Level 1 of the Oxford Polytechnic Course.
Salary in accordance with the Burnham Further Education Scales: Lecturer Grade II £3,501 to £4,689, and Lecturer Grade I £2,781 to £4,689 per annum.
Application forms and further details (which must be obtained from the Chief Administrative Officer, Oxford College of Further Education, Cowley Road, Oxford OX4 1HR) to whom completed application forms should be returned as soon as possible.

OXFORDSHIRE
SOUTH OXFORDSHIRE TECHNICAL COLLEGE
Brookfield Avenue, Henley-on-Thames
Required for September 1976
LECTURER I in MATHEMATICS
(Temporary post)
Salary: £2,781 to £4,689.
Particulars from Principal.

SOUTH GLAMORGAN
(County of)
LLANDAFF COLLEGE OF TECHNOLOGY
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING
LECTURER GRADE II in ELECTRONIC ENGINEERING (Power Units)
Salary Scale £2,475 to £5,463 per annum plus £312.
Applications are invited from suitably qualified candidates with appropriate industrial experience for the above post. The successful candidate will be expected to teach C.G.L.I. Technicians Courses, O.N.C. and H.N.C. and assist in the development of laboratory work and courses in power engineering.
Application forms may be obtained from the Principal, Llandaff College of Technology, Western Avenue, Cardiff CF5 2YB, to whom they should be returned within 14 days of the appearance of this advertisement.
J. Adams, Director of Education, Education Offices, Ringsway, Cardiff.

SOUTH TYNESIDE
(Borough of)
EDUCATION DEPARTMENT
SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE
LECTURER (Grade II)—Department of NAUTICAL SCIENCE
A vacancy exists in the Department for a LECTURER (Grade II) to teach nautical subjects in senior marine students and residential deck cadets on phased training.
Applicants should possess either an Extra Master's Certificate or a Degree in Nautical Studies (Nautical Option) and a Master's (F.G.) Certificate.
The successful candidate will be required to commence duties as soon as possible.
Salary scale £2,781 to £4,689 commencing salary dependent upon responsibility allowed for industrial experience.
LECTURER (Grade I)—Department of MATHEMATICS and SCIENCE
Applications are invited from suitably qualified persons for the above post to commence 1st September 1976.
Applicants, who should be graduates or have equivalent qualifications, will be expected to teach mainly mathematics and physics to G.C.E. students and marine engineers. Salary scale £2,781 to £4,689 (Grade II) £3,501 to £4,689.
Application forms may be obtained for the above posts from the Principal, South Shields Marine and Technical College, Ocean Road, Corporation Park, Ocean Road, Avenue, South Shields, NE33 2JC, Tyne and Wear, by sending a stamped addressed envelope. Completed forms should be forwarded to the above address.

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD CHASE TECHNICAL COLLEGE
DEPARTMENT OF ELECTRICAL AND MECHANICAL ENGINEERING
LECTURER I in MATHEMATICS
Required from 1st September, 1976 for full-time and part-time work in connection with A.E.B. and C.G.L.I. courses in Mathematics for Engineering Technicians.
Applicants should have a degree in mathematics or equivalent and preferably also industrial experience.
Salary Scale £2,781 to £4,689.
Application forms may be obtained from the Principal, Stafford College of Further Education, Earl Street, Stafford ST16 3AQ.
DEPARTMENT OF LIBERAL STUDIES
LECTURER I in ENGLISH and GENERAL STUDIES
Required from 1st September, 1976 for full-time work in connection with A.E.B. and C.G.L.I. courses in English and General Studies.
The successful candidate will be required to teach English and General Studies to students on a wide variety of courses throughout the college.
The salaries for the above posts are in accordance with the Burnham Further Education scales: Lecturer I, £2,781 to £4,689 per annum; Lecturer II, £3,501 to £4,689 per annum.
The point at entry will depend upon previous experience.
Further details and application forms are available from the Principal of the college concerned.
Applications should be returned within a fortnight of the appearance of this advertisement.
Applicants are asked to note that it is the intention of the Authority that it is desirable for their employees to become members of an appropriate trade union.

SURREY
EDUCATION COMMITTEE
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY
Stoke Park, Guildford
Required for 1st September, 1976:
DEPARTMENT OF BUSINESS STUDIES
LECTURER Grade I to teach TYPEWRITING, SHORTHAND and OFFICE PRACTICE to full-time students and part-time students working for the London Chamber of Commerce Private Secretarial Certificate.
Salary Scale: Lecturer Grade I, £2,781 to £4,689 per annum. Efficiency Bar at £3,501 per annum.
London allowance.
Generous relocation expenses.
Further particulars and application forms are available from the Principal on receipt of a stamped addressed envelope.
Applications should be returned on the forms provided within 14 days of the appearance of this advertisement.

SUTTON
London Borough of...
LABORATORY TECHNICIAN
DIGITAL ELECTRONICS
Nightingale Road, Carshalton
Surrey SM5 2EE
Principal: L. F. Lewis, C.Eng., M.I.E.E.
DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING
GENERAL STUDIES
LIBERAL STUDIES
Required for September 1976
LECTURER I (Electronics)
Salary: £2,781 to £4,689 per annum.
Applications, on forms obtainable from the Principal, to be submitted addressed envelope.
Further details and application forms from the Principal.

TAMESIDE
COLLEGE OF TECHNOLOGY
DEPARTMENT OF BUSINESS STUDIES
Required from September 1976
LECTURER I
Salary Scale: £2,781 to £4,689 per annum.
Application forms and further particulars may be obtained from the Principal, Tameside College of Technology, Beaufort Road, Ashton-under-Lyne, Lancs. OL6 8HX, to whom they should be returned within 14 days of the appearance of this advertisement.

WARWICKSHIRE
NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Hinckley Road, Nuneaton
DEPARTMENT OF BUSINESS AND GENERAL STUDIES
Required from September 1976
LECTURER I
to teach Typewriting and Shorthand to full-time students working for the London Chamber of Commerce Private Secretary's Certificate and Diploma and for the Royal Society of Arts Typewriting and Shorthand Certificates. Applicants should have a degree or equivalent qualification and preferably some experience of teaching commercial subjects.
Salary Scale £2,781 to £4,689 per annum.
Application forms and further particulars may be obtained from the Principal, North Warwickshire College of Technology and Art, Hinckley Road, Nuneaton, Warwickshire CV11 6DR, to whom they should be returned within 14 days of the appearance of this advertisement.

WEST SUSSEX
COUNTY COUNCIL
BOGNOR REGIS COLLEGE OF FURTHER EDUCATION
Applications are invited for the following posts to be filled as soon as possible:
LECTURER I IN BRICKWORK
To teach practical work, technology and associated subjects.
Applicants should possess an advanced craft certificate in brickwork and, preferably, an Ordinary Technological Certificate in Construction together with appropriate industrial experience. Teaching experience is desirable.
Salary: Lecturer I, £2,781 to £4,689 per annum. £141 per annum London allowance payable. Generous relocation expenses in approved cases.
Bond stamped addressed foolscap envelope for further particulars and application form from the Vice-Principal, to be returned within 21 days.

CITY OF MANCHESTER EDUCATION COMMITTEE

Fielden Park College of Further Education

LECTURERS (GRADE I) IN MACHINE PRINTING

Applications are invited for Two Lecturers in the theory and practice of Lithographic Plate making and machine printing. Letterpress experience would be an advantage.
SALARY SCALE £2,781-£4,689
Application forms and further details from the Senior Administrative Officer, Fielden Park College of Further Education, Barlow Moor Road, West Didsbury, Manchester M20 8PQ, for return not later than 18th June, 1976.

Metropolitan Borough of Trafford
Education Department
SOUTH TRAFFORD COLLEGE OF FURTHER EDUCATION
Manchester Road, West Timperley, Altrincham

Applications are invited for the following posts, effective from 1st September, 1976.

Senior Lecturer in CATERING
Applicants should hold practical and professional qualifications in Catering and should have wide and varied catering experience including experience at a senior level. A teaching qualification and relevant teaching experience are essential.

Lecturers Grade I in CATERING STUDIES
Teachers to cover all aspects of Catering Studies for craft students. One post may be for one year only.

Lecturers Grade I in LIFE SCIENCES
Teachers to participate in the Environmental Studies programme for NNEB courses and/or the Biology and Human Biology programmes leading to G.C.E. Ordinary and Advanced levels.

Lecturer Grade I in GENERAL STUDIES
A teacher of General Studies, preferably with a degree in the Social Sciences.

Lecturer Grade I in ECONOMICS
A teacher of Economics to G.C.E., O.N.D. and O.N.C. courses, plus assistance in the teaching of other Social Science and/or Business Studies subject areas.

Lecturer Grade I in SECRETARIAL SKILLS
A teacher of secretarial skills, primarily to TOPS courses. This post may be for one year only.

Lecturer Grade I in ENGLISH
A teacher of English with experience and/or interest in helping disadvantaged adult groups.

Further particulars and application forms from the Registrar, South Trafford College of Further Education, Manchester Road, West Timperley, Altrincham, Cheshire, on receipt of a stamped addressed envelope. Completed application forms should be returned by Monday, 14th June, 1976.

Colleges and Departments of Art

GLOUCESTERSHIRE
CHELTENHAM COLLEGE OF ART
Pittville Campus, Pittville Lawn, Cheltenham
Hardwicke Road, Gloucester
Gloucs. GL1 4HU
Required for September 1976
LECTURER I in TEXTILE DESIGN (PRINTING)
To teach Printing and Dyeing and Finishing to full-time students working for the Diploma in Art and Design. Applicants should have a degree or Diploma in Art and Design and preferably some industrial experience.
Salary Scale £2,781 to £4,689 per annum.
Application forms and details of the post may be obtained from the Principal, Cheltenham College of Art, Pittville Campus, Pittville Lawn, Cheltenham, Gloucs. GL52 3JD, to whom completed forms should be returned within 14 days of the appearance of this advertisement.

Universities

ABERDEEN
THE UNIVERSITY
DEPARTMENT OF RUSSIAN
LANGUAGE ASSISTANT, native Russian speaker required for conversation classes and language laboratory work. Duties to begin 27th September, 1976. Salary £2,469 to £3,377 per annum. Further particulars from The Secretary, University Office, with whom applications should be lodged by 10th June, 1976.

BIRMINGHAM
THE UNIVERSITY
FACULTY OF SCIENCE AND ENGINEERING
DEVELOPMENTS
Applicants are invited for research to work on the development of a computer on which to base undergraduate teaching of computer science. Experience of computer hardware and/or software would be an advantage. Applications, giving full details of qualifications and experience, together with the names of three referees, should be sent by 18th June, 1976, to the Registrar, University of Birmingham, P.O. Box 363, Birmingham B15 2TT, from whom further details may be obtained. Please quote reference number 47/76.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION
LECTURER IN EDUCATION
THE ENGLISH DEPARTMENT
Applications are invited for the above post vacant from 1 October 1976. Candidates should offer a range of higher degrees and a sound record of teaching and a concern with the study of the subject. Experience in English to ex-primary age pupils would be an advantage.
Salary scale £3,174-£6,446, with U.S.S.
Six copies of applications (one only from overseas candidates), naming three referees, should be sent by Tuesday, 22 June, to the Registrar, University of London, Senate House, Malet Street, London WC1E 7HU, from whom further particulars may be obtained. Please quote reference number A.3124.

MANCHESTER
THE UNIVERSITY
COLLEGES OF EDUCATION
DIVISION OF THE FACULTY OF LAW
Applications are invited from GRADUATES with good teaching experience and preferably with a higher diploma or degree in Education for appointment as temporary LECTURER in EDUCATION for the academic year 1976-1977. Salary £2,469 to £3,173 or £3,349. Superannuation. The successful candidate will be an Organising Tutor for courses of in-service education for teachers and will have an opportunity to participate in curriculum development activities.
Further particulars and application forms (returnable by 18th June) from the Registrar, The University, Manchester M13 9PL. Quote ref. 96/76 T.E.S.

MIDDLESEX
PART-TIME LECTURER IN CERAMICS
Applications are invited from INDUSTRIAL and STUDIO CERAMICISTS with qualifications and experience in the above post.
The appointment will be on a part-time basis consisting of afternoons work on Thursday and Friday and Saturday morning with commence in October 1976.
The rate of pay will be £3,501 per annum plus £312 travelling expenses paid in addition.
Experience in using and teaching the processes of glaze and the ability to work as a member of a team together with the creative potential to develop new ideas is absolutely essential. A knowledge of the limits of the material to work with others in related fields and create is also desirable.
Opportunities will exist for the lecturer concerned to develop individually to fulfil his own ideas in developing his or her own work.
Write for application form to The Secretary, Middlesex Polytechnic, Hendon, Bridge University, Trent Park, Cockfosters, Herts EN4 0PS. Telephone 01-368 1241, Extension 2100 and 2101.

SURREY
THE UNIVERSITY
LECTURESHIP IN CATERING
Applications are invited from suitably qualified candidates for the post of Lecturer in Catering and Tourism Studies. Catering and Tourism Management.
The appointment will be made within the salary range £3,174 to £6,447 per annum, according to qualifications and experience, with superannuation under USS, subject to deductions of 6¼ per cent of salary.
Further particulars may be obtained from the Academic Registrar, University of Surrey, Guildford, Surrey GU2 5XH, or telephone Guildford 71281, Ext. 452, and to whom applications should be sent, in the form of a curriculum vitae, including the names and addresses of two referees by June 21, 1976.

YORK
THE UNIVERSITY
DEPARTMENT OF HISTORY
TEMPORARY LECTURESHIP
Applications are invited for a temporary lectureship in the Department for one year from 1 October, 1976. Candidates should have an interest in late 19th century history. Salary within the scale £2,781 to £4,689 p.a.
It is expected that the appointment will be at the lower half of the scale.
Six copies of applications (one only from overseas candidates, giving full details of qualifications and experience), together with the names of three referees, should be sent by Monday, 14th June, 1976, to the Registrar, University of York, Heslington, York, YO1 5DD, from whom further details may be obtained. Please quote reference number 47/76.

YORK
THE UNIVERSITY
DEPARTMENT OF BIOLOGY
RESEARCH FELLOWSHIP
Applications are invited for a Research Fellowship in the Department of Biology tenable for two years from 1 October 1976. The successful candidate will be required to work on the ecology of a group of soil invertebrates.
Applicants should have a good honours degree in Biology and preferably a Ph.D. or equivalent research experience.
Salary scale £3,174 to £4,707 per annum according to qualifications and experience.
Applications, including the names of two referees, should be sent to the Registrar, University of York, Heslington, York YO1 5DD, from whom further particulars may be obtained.

YORK
THE UNIVERSITY
DEPARTMENT OF BIOLOGY
RESEARCH FELLOWSHIP
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Salary scale £3,174 to £4,707 per annum according to qualifications and experience.
Applications, including the names of two referees, should be sent to the Registrar, University of York, Heslington, York YO1 5DD, from whom further particulars may be obtained.

BRIGHTON
THE POLYTECHNIC
GRADUATE WRITING FELLOWSHIP
Applications are invited from writers of books for young people (age 16+) for the post of Fellowship, from October 1976-June 1977, attached to the Faculty of Education Studies.
A salary of £3,597 would be payable from a grant from the Arts Council. Research might be available.
Applications should be sent to: Professor Peter Mitchell, Education Tower, Brighton BN1 9PH, by 30th June.

LONDON
THE UNIVERSITY
CHELSEA COLLEGE
CENTRE FOR SCIENCE EDUCATION
A RESEARCH FELLOW is required to join a D.E.S. sponsored research programme which is investigating the ways in which children acquire concepts of measurement and balance at secondary level. The successful applicant will be appointed for the first instance and for 2 years in the first instance and for 2 years in the first instance and for 2 years in

ADULT LITERACY RESOURCE AGENCY

Applications are invited from suitably qualified persons for two posts with the Agency until 31st March, 1978, to operate the Agency's advisory and consultancy service. Applicants should have teaching and training experience in an adult literacy scheme and be familiar with the organisation of local education authorities. If appropriate candidates present themselves, one post will be as half-time Deputy Director. At least one post will be based in London. Duties will include consultancy work with voluntary organisations and local education authority literacy schemes and visiting Agency staff assigned to local education authorities in England and Wales. Salary £6,000-£8,000 or to be negotiated if a candidate is seconded from present post by a local education authority or voluntary organisation.

Preferred starting date September, 1976, or earlier. Applications by letter giving qualifications and experience and the names of two referees to Director (A/C), Adult Literacy Resource Agency, 33 Queen Anne Street W1M 0AL, not later than 18th June, 1976.

ARE YOU EXCEPTIONAL?

If you are and you are interested in doing a very taxing but even more rewarding job, we would like to hear from you. Our task concerns teaching in the wider context of assessing and treating problem youngsters in a large and well staffed regional centre. The creation of a very special new unit enhances the already excellent opportunities for training and personal development.

The posts are resident or non-resident with attractive rental and emolument charges. The salary is **Burnham 1 plus allowances totalling £1,443 p.a.**

Please write to the Principal, Aycliffe School, Copelaw, Co. Durham, not later than 14th June 1976, giving details of education, experience and qualifications.

KINGSWOOD SCHOOLS

THE ASSESSMENT CENTRE, BRISTOL

TEACHER

required from September, 1976

Possibility of further post for a

LOCUM

from about end September for approximately 10 months against teacher attending advanced course.

Applicants should have a genuine interest in and a capacity to work with disturbed and deprived children, many of whom have displayed adjustment problems in their day school setting. Classes are small but the children have a wide range of ability and attainment; it is necessary to organise groups around individuals and a variety of interesting projects, rather than rely on formal classroom teaching. Teachers are members of an inter-disciplinary team assessing the emotional, social, vocational and educational needs of boys aged, generally, between 10 and 16 years, although some younger boys are accepted at times.

Salary: Burnham Scale 1 plus special allowance of £564 p.a. Leave: 5 weeks p.a.

Possibility, for a suitable candidate, of a further £879 p.a. for additional duties averaging 15 hours per week.

Accommodation possibly available for married persons in a 3 bedroomed house at a present rent charge of £204 p.a. Full boarding-residence possibility for single persons at present charge of £411 p.a. Possibility of assistance with removal and relocation expenses.

Application forms and further particulars from T. Collinson, Assessment Centre, Kingswood School, Counterpool Road, Kingswood, Bristol BS15 2DH. Tel. Bristol (0272) 672357.

HULL COLLEGE OF HIGHER EDUCATION

Faculty of Teacher Education and Applied Social Studies

Lecturer II/Senior Lecturer

Applications are invited for the following full-time post, tenable from 1st September, 1976, or as soon as possible thereafter:

LECTURER II/SENIOR LECTURER in the School of Teacher Education to specialise in the teaching of **RELIGIOUS EDUCATION** to honours degree level. Applicants should have had recent school experience, and be competent to assist with middle and/or secondary school methodology. A good honours degree is desirable.

Further particulars and application forms may be obtained from the Chief Administrative Officer (Ref.: CAO/GMH), Hull College of Higher Education, c/o College of Commerce, Queen's Gardens, Hull HU1 3DH, to whom completed forms should be returned within 14 days of this advertisement.

COLLEGES OF EDUCATION continued

OXFORDSHIRE

CULHAM COLLEGE OF EDUCATION (Men and Women)

Principal: J. F. Wyatt, M.A.

TEMPORARY POST IN SPECIAL EDUCATION

A full or part-time tutor for Special Education courses is required for the academic year 1976/77 to 1977/78 to Lecturer II scale of the scale of salaries for teachers in establishments for further education (£5,499 to £6,957).

Further particulars and application forms obtainable from the principal's secretary, Culham College, Abingdon, Oxon. Closing date for receipt of applications is Monday, June 21st.

SOUTH YORKSHIRE

RAY MANOR COLLEGE OF EDUCATION

Required in September 1976 for a period of one year, a well qualified temporary part-time LECTURER in PHYSICAL EDUCATION to take special strengths in Netball and Rounders. Folk Dance and Ballet would assist with Physical Education throughout the College. The post will be equivalent to 0.5 of a fully time appointment.

For further particulars and forms of application please write initially to the Senior Administrative Officer, Lady Manor College of Education, Wentworth Woodhouse, Rotherham, South Yorkshire S62 7TJ.

Adult Education

CAMBRIDGESHIRE

COMMUNITY EDUCATION

Applications are invited for the post of AREA COMMUNITY EDUCATION TUTOR (Lecturer Grade II) from 1st September, 1976, to be responsible to the Senior Area Adviser for Community Education for co-ordinating the programme of in-service training and for fostering inter-agency activities. He will also be required to assist the Warden in developing community activities at the Bovingdon Village College.

The appointment is a wide ranging one requiring energy and imagination.

Application forms and further details may be obtained from the Senior Area Education Office, Bovingdon Hall, Cambridge (stamped addressed envelope, please). Closing date: 16th June, 1976.

ELY FEDERATION OF VILLAGE COLLEGES

SOHAM VILLAGE COLLEGE

Applications are invited for the post of COMMUNITY EDUCATION TUTOR (Burnham F.E. Lecturer I, £5,499 to £6,957).

The Tutor will assist the Senior Community Education Tutor in the provision and development of Community Education, Youth Service and School - College and throughout the catchment area.

Unfurnished houses may be available at a reasonable rent.

Application forms and further details obtainable from the Warden, The Village College, Soham, Ely, Cambs. CB7 5AA (Tel. Ely 720851, 5 p.m.).

HAMPSHIRE

SOCIAL SERVICES

INSTRUCTOR SUPERVISOR (EDUCATION)

is required at the ALDERSHOT TRAINING CENTRE, Church Lane East, Aldershot. This Centre caters for 75 mentally handicapped men and women and provides industrial work and training together with formal and social education, and domestic training to the trainees who attend daily.

The successful applicant should preferably hold the Diploma for the Teaching and Training of Mentally Handicapped Adults or an Education qualification.

Salary within the scale £2,163 to £3,099 with progression to £3,099 for qualified staff.

Further details and application forms may be obtained from the Area Training Officer, The Castle, Winchester, quoting reference 1267. All returnable by 14th June, 1976.

HOUNSLOW

(London Borough of)

EDUCATION COMMITTEE

Education Office, The Civic Centre, Hounslow Road, Hounslow.

ADULT LITERACY RESOURCE AGENCY

in connection with

LONDON BOROUGH of HOUNSLOW

require as soon as possible a TUTOR/ORGANISER for the Adult Literacy Scheme in Hounslow.

The Adult Literacy Scheme operates within the Department of Adult Education and the appointed Tutor will be assigned by the Adult Literacy Resource Agency to a small team responsible for the education of the adult disadvantaged.

The Scheme provides both group and individual tuition, the latter involving a large number of volunteer tutor helpers scattered throughout the borough. The work is therefore concerned very much with liaison and coordination. A knowledge of methods and materials relating to the teaching of reading and writing is desirable and the work will call for responsibility and some flexibility in working hours. Each tutor/organiser will be assisted with clerical work by a volunteer who will be employed by Adult Literacy Resource Agency and assigned to the Department of Adult Education. Closing Date for receipt of teachers until either 21st December, 1976 or 31st March, 1977.

Salary: Burnham Further Education Lecturer I scale.

Application forms and further details are available from the Director of Education, Hounslow Treasury, Civic Centre, Lampton Road, Hounslow, TW3 4DN. Telephone: 01-570 7728, Extension 3716.

P. A. Lee, Director of Education.

KENT

COUNTY COUNCIL

EDUCATION DEPARTMENT

REMEDIAL AND ADULT EDUCATION CENTRES

Required from 1st September for EXPERIENCED TEACHERS in CERAMICS. Applicants should preferably have had a sound teaching experience in other disciplines in Further Education institutions or Further Establishments.

Application forms and further details may be obtained from the Principal, Medway Adult Education Centre, Eastgate, Rochester, Kent, to whom they should be returned within 14 days of the advertisement.

NORTHUMBERLAND COUNTY COUNCIL

H.M. DIVISION

Acklington

Appointment of full-time TUTOR and ASSISTANT to EDUCATION OFFICER £3,781 to £4,689

Applications are invited for the post of full-time TEACHER who will have a teaching commitment with an emphasis on remedial work. The successful applicant will also act as assistant to the Education Officer who is responsible for part-time teachers and is also involved in managerial and domestic treatment aspects of the establishment.

It is the intention of the Prison Managers to attempt to provide qualifying services throughout the year. Applicants will therefore be expected to work weekends and holidays will be arranged.

Up to 75 per cent removal expenses and lodging allowance in approved cases.

Application forms, returnable by 4th June, further details obtainable from the Director of Education, Wilson House, Regent Centre, Gosforth, Newcastle-upon-Tyne NE3 3HZ.

Applicants should indicate availability for interview.

Community Homes and Associated Institutions

CHESHIRE

NATIONAL CHILDREN'S HOME

DANESFORD COMMUNITY HOME

Congleton

Danesford is a Community Home with assistant status for 72 boys with an age range of 10 to 16 years.

Vacancy from September, 1976 or January, 1977.

Applications are invited for a post of experienced teacher/housemaster to specialise in practical subjects including Technical Drawing, at Danesford.

The service is fully recognised and consultative under the Teachers Superannuation Act. Salary according to the latest Burnham Scale, plus Approved School Allowance of £665 per annum, plus £674 per annum for a non-graduate vacancy or 175 hours extraneous duties or part fees for a less number of hours. Conditions of service excepting to the Joint Negotiating Committee's recommendations.

A three bedroomed house is available for a married person. Accommodation available for a single person or warden.

The National Children's Home is a Methodist Church Society committed to the Christian way of life.

Application forms and further particulars from the Staffing Secretary (Dept. TES) National Children's Home, 85 Highbury Park, London N5 1UD.

Assessment Centres

BRISTOL

KINGSWOOD SCHOOLS

See main advertisement under KINGSWOOD SCHOOLS and ASSESSMENT CENTRE.

GLOUCESTERSHIRE

COUNTY COUNCIL

PARKLANDS OBSERVATION AND ASSESSMENT CENTRE

Wolvercote

DEPUTY WARDEN

Applications are invited for the above post at this well established Assessment Centre for 36 boys and 8 girls, with education on the premises.

Candidates who should be qualified and experienced, will be expected to contribute a high degree of skill in the training of staff and to take complete charge in the absence of the Warden and Matron.

The majority of children and young people admitted have severe problems, many are in custody and although the first objective of the centre is assessment, the treatment needs of children are recognised. A stimulating regime, including many out of door activities, is provided for these children, also is needed psychiatric and psychological support is available.

An extension is planned and it is envisaged that the completed project will provide a centre of 48 places in the Autumn of 1977. The extension will not include girls but the houses, at present in use, regretfully will only accommodate 36 available.

Salary: Residential Officers Upper 5A £5,196 to £4,305, less £375 per annum for full residential charges.

For further information and informal visits please telephone Mr. A. N. Pearce, Senior Assistant, Ian forms from Director of Social Services, Shire Hall, Gloucester.

HERTFORDSHIRE

SOCIAL SERVICES

ASSISTANT OFFICER IN CHARGE OBSERVATION AND ASSESSMENT CENTRE

Six Hills Way, Stevenage

Salary Scale J.N.C. Deputy Superintendent Scale Grade 2 (at point seven to 11, £6,159 to £6,915 per annum).

Applications are invited from people with suitable qualifications and experience and also who have ability and skills in the management and administrative practices.

The Assessment Centre is a new purpose built facility to meet a variety of needs in the broad field of assessing children's resource requirements and thinking in relation to modern day and future circumstances for children and adolescents. It is proposed to provide a flexible regime as far as possible to allow development and growth to meet changes in need.

It is designed to cater for the following:

Residential Observation and Assessment, 20 places.

Day Observation and Assessment, 8 places.

Short term care, 8 places.

Secure suite, 2 places.

Application forms and further details available from the Director of Social Services, County Hall, Hertford, or telephone Hertford 53636 (Extension 2633) quoting reference number A.O. Closing date 4th June.

WEST SUSSEX COUNTY COUNCIL

STAGHOUND HOUSE

Reeds

(Near Railway Station—London to Brighton line)

This Residential Centre, which provides short-term reception, observation and assessment facilities for 18 girls aged 13 to 17 years, needs a non-resident TEACHER.

The post has an interesting and challenging one for a teacher who enjoys working with teenage girls.

Salary Scale 1 £2,253 to £3,783 (increased to £4,056 for graduates) plus £564 per annum Special Duties allowance.

Application forms available from Director of Social Services, Tower Street, Chichester. Please quote reference number 1/1/76. Further particulars and forms of application may be obtained from the principal's secretary, Staghound House, Abinger, Oxted. Closing date for receipt of applications is Monday, June 21st.

Youth and Community Service

BEDFORDSHIRE

EDUCATION SERVICE

COUNTY YOUTH SERVICE

AREA YOUTH LEADER

Applications are invited from suitably qualified and experienced candidates for the post of AREA YOUTH LEADER working in the South of the County. The post offers excellent opportunities in an expanding and developing service. Assistance in housing, including removal expenses, is available. Applications to Assistant County Youth Officer, Bedfordshire County Council, Education Office, Bedford, from whom further particulars and application forms are obtainable. Closing date 18th June, 1976.

LIVERPOOL

EDUCATION COMMITTEE

Applications are invited from suitably qualified candidates for the following posts for YOUTH LEADER at Halewood Youth Club which opened in 1975, being situated on the campus of Halewood High School.

The post offers excellent experience in the setting up and running of a youth service, with in-service training. Assistance will be given to re-housing expenses, local and allowances.

Salary within the range of Youth Leader 1 to 3, £3,220 to £5,805 plus £312.

Application forms and further details of the post may be obtained from the Chief Education Officer, Education Department, Municipal Buildings, Dale Street, Liverpool L2 2DH, to whom the completed form should be returned by Wednesday, 16th June, 1976.

D. Browning, M.A., Chief Education Officer.

CAMBRIDGESHIRE

COMMUNITY EDUCATION

AREA COMMUNITY EDUCATION TUTOR (Lecturer Grade II) for the Common Village Village College, Sawston

Full details under Adult Education.

HERTFORDSHIRE

COUNTY COUNCIL

HORSHAM WOOD COLLEGE OF FURTHER EDUCATION

Claires Way, Horsham Wood, Herts

Applications are invited from qualified YOUTH AND COMMUNITY WORKERS, preferably with experience, to lead a team of workers based at the College with Centres, co-ordinate and develop the existing activities, and assist in developing Youth Counselling service.

Salary Scale 3 £4,653 to £5,496 to £5,805, plus additional payment £1,311, plus Inner London Weighting £261, plus graduate allowance £261 if applicable.

Possible assistance with removal expenses and housing.

Further particulars and application forms from the Principal at the College.

IPSWICH

BOROUGH LEARNING COMMUNITY SERVICE: WORKER

Applications in writing, are invited for the post of Community Worker (Headquarters) Youth Service. Applicants should be qualified Youth Leaders with experience in the Youth Service. Salary Scale Youth Leader 3 £5,805 plus £261 Inner London Weighting. Application form from the Director of Education, Civic Centre, Ipswich. Closing date 18th June.

KINGSTON UPON THAMES

(Royal Borough of)

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

YOUTH AND COMMUNITY WORKER (Ref. 5/76)

£5,496 to £6,957 inclusive

Applications are invited for the above post which will be responsible to the Area Youth Officer for the development of youth and community work in the Tolworth area.

Applicants should be qualified Youth and Community Workers with experience in youth and community work.

Application forms and further details from the Assistant Youth Officer, Kingston Youth Centre, Penrhyn Road, Kingston upon Thames, Surrey. Closing date 18th June, 1976.

LONDON

LONDON CENTRAL YMCA

YOUTH WORK

Imaginative Youth Leaders required for new centre opening soon as possible in Bloomsbury. Applicants must be people most of all committed to the Christian faith and willing to work with young people in the context of a Christian community. Residential accommodation available for single people at Field level. Duties of a flexible nature. Salary according to age group.

Further details and application forms from the Personnel Secretary, YMCA, 112 Great Russell Street, London WC1B 3NQ.

LONDON

(Head Quarters)

YOUTH

Y.M.C.A. National Council, 640 Forest Gate, E7.

TWO-YEAR YOUTH AND COMMUNITY WORK COURSE in association with Bede College, Durham

Applications are invited for the post of tutor to the Course. Responsibilities will include: individual tutorial counselling; liaison with local education authorities and Youth, Community or Social work; the organisation of lectures and seminars. Salary on Lecturer II Scale. Commencing salary £5,496 to £6,957 according to qualifications and experience. Applications, giving full details of age, qualifications and experience, should be sent to Mr. R. Wilson, 171 Norwich Road, Great Yarmouth, Norfolk NR30 1AT.

LONDON

WANDSWORTH BOYS' CLUB

Applications are invited from qualified youth workers for the post of Superintendent at this well-known club for boys aged 10-18 in Central Wandsworth. The successful candidate will be responsible for the day to day management of the club, assisted by a staff of 3 full-time and 4 part-time workers. Salary on J.N.C. conditions of service. Application forms may be obtained from the Secretary, Wandsworth Boys' Club, Garratt Lane, London SW18 4AQ. Closing date for receipt of applications 18th June, 1976.

LIVERPOOL

EDUCATION COMMITTEE

Applications are invited from suitably qualified candidates for the following posts for YOUTH LEADER at Halewood Youth Club which opened in 1975, being situated on the campus of Halewood High School.

The post offers excellent experience in the setting up and running of a youth service, with in-service training. Assistance will be given to re-housing expenses, local and allowances.

Salary within the range of Youth Leader 1 to 3, £3,220 to £5,805 plus £312.

Application forms and further details of the post may be obtained from the Chief Education Officer, Education Department, Municipal Buildings, Dale Street, Liverpool L2 2DH, to whom the completed form should be returned by Wednesday, 16th June, 1976.

D. Browning, M.A., Chief Education Officer.

CAMBRIDGESHIRE

COMMUNITY EDUCATION

AREA COMMUNITY EDUCATION TUTOR (Lecturer Grade II) for the Common Village Village College, Sawston

Full details under Adult Education.

HERTFORDSHIRE

COUNTY COUNCIL

HORSHAM WOOD COLLEGE OF FURTHER EDUCATION

Claires Way, Horsham Wood, Herts

Applications are invited from qualified YOUTH AND COMMUNITY WORKERS, preferably with experience, to lead a team of workers based at the College with Centres, co-ordinate and develop the existing activities, and assist in developing Youth Counselling service.

Salary Scale 3 £4,653 to £5,496 to £5,805, plus additional payment £1,311, plus Inner London Weighting £261, plus graduate allowance £261 if applicable.

Possible assistance with removal expenses and housing.

Further particulars and application forms from the Principal at the College.

IPSWICH

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KINGSTON UPON THAMES

(Royal Borough of)

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

YOUTH AND COMMUNITY WORKER (Ref. 5/76)

£5,496 to £6,957 inclusive

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LIVERPOOL

EDUCATION COMMITTEE

Applications are invited from suitably qualified candidates for the following posts for YOUTH LEADER at Halewood Youth Club which opened in 1975, being situated on the campus of Halewood High School.

The post offers excellent experience in the setting up and running of a youth service, with in-service training. Assistance will be given to re-housing expenses, local and allowances.

Salary within the range of Youth Leader 1 to 3, £3,220 to £5,805 plus £312.

Application forms and further details of the post may be obtained from the Chief Education Officer, Education Department, Municipal Buildings, Dale Street, Liverpool L2 2DH, to whom the completed form should be returned by Wednesday, 16th June, 1976.

D. Browning, M.A., Chief Education Officer.

CAMBRIDGESHIRE

COMMUNITY EDUCATION

AREA COMMUNITY EDUCATION TUTOR (Lecturer Grade II) for the Common Village Village College, Sawston

Full details under Adult Education.

HERTFORDSHIRE

COUNTY COUNCIL

HORSHAM WOOD COLLEGE OF FURTHER EDUCATION

Claires Way, Horsham Wood, Herts

Applications are invited from qualified YOUTH AND COMMUNITY WORKERS, preferably with experience, to lead a team of workers based at the College with Centres, co-ordinate and develop the existing activities, and assist in developing Youth Counselling service.

Salary Scale 3 £4,653 to £5,496 to £5,805, plus additional payment £1,311, plus Inner London Weighting £261, plus graduate allowance £261 if applicable.

Possible assistance with removal expenses and housing.

Further particulars and application forms from the Principal at the College.

IPSWICH

BOROUGH LEARNING COMMUNITY SERVICE: WORKER

Applications in writing, are invited for the post of Community Worker (Headquarters) Youth Service. Applicants should be qualified Youth Leaders with experience in the Youth Service. Salary Scale Youth Leader 3 £5,805 plus £261 Inner London Weighting. Application form from the Director of Education, Civic Centre, Ipswich. Closing date 18th June.

KINGSTON UPON THAMES

(Royal Borough of)

EDUCATION DEPARTMENT

YOUTH AND COMMUNITY SERVICE

YOUTH AND COMMUNITY WORKER (Ref. 5/76)

£5,496 to £6,957 inclusive

Applications are invited for the above post which will be responsible to the Area Youth Officer for the development of youth and community work in the Tolworth area.

Applicants should be qualified Youth and Community Workers with experience in youth and community work.

Application forms and further details from the Assistant Youth Officer, Kingston Youth Centre, Penrhyn Road, Kingston upon Thames, Surrey. Closing date 18th June, 1976.

Community Homes and Associated Institutions

CHESHIRE

NATIONAL CHILDREN'S HOME

DANESFORD COMMUNITY HOME

Congleton

Danesford is a Community Home with assistant status for 72 boys with an age range of 10 to 16 years.

Vacancy from September, 1976 or January, 1977.

Applications are invited for a post of experienced teacher/housemaster to specialise in practical subjects including Technical Drawing, at Danesford.

The service is fully recognised and consultative under the Teachers Superannuation Act. Salary according to the latest Burnham Scale, plus Approved School Allowance of £665 per annum, plus £674 per annum for a non-graduate vacancy or 175 hours extraneous duties or part fees for a less number of hours. Conditions of service excepting to the Joint Negotiating Committee's recommendations.

A three bedroomed house is available for a married person. Accommodation available for a single person or warden.

The National Children's Home is a Methodist Church Society committed to the Christian way of life.

Application forms and further particulars from the Staffing Secretary (Dept. TES) National Children's Home, 85 Highbury Park, London N5 1UD.

Assessment Centres

BRISTOL

KINGSWOOD SCHOOLS

See main advertisement under KINGSWOOD SCHOOLS and ASSESSMENT CENTRE.

GLOUCESTERSHIRE

COUNTY COUNCIL

PARKLANDS OBSERVATION AND ASSESSMENT CENTRE

Wolvercote

DEPUTY WARDEN

Applications are invited for the above post at this well established Assessment Centre for 36 boys and 8 girls, with education on the premises.

Candidates who should be qualified and experienced, will be expected to contribute a high degree of skill in the training of staff and to take complete charge in the absence of the Warden and Matron.

The majority of children and young people admitted have severe problems, many are in custody and although the first objective of the centre is assessment, the treatment needs of children are recognised. A stimulating regime, including many out of door activities, is provided for these children, also is needed psychiatric and psychological support is available.

An extension is planned and it is envisaged that the completed project will provide a centre of 48 places in the Autumn of 1977. The extension will not include girls but the houses, at present in use, regretfully will only accommodate 36 available.

Salary: Residential Officers Upper 5A £5,196 to £4,305, less £375 per annum for full residential charges.

For further information and informal visits please telephone Mr. A. N. Pearce, Senior Assistant, Ian forms from Director of Social Services, Shire Hall, Gloucester.

HERTFORDSHIRE

SOCIAL SERVICES

ASSISTANT OFFICER IN CHARGE OBSERVATION AND ASSESSMENT CENTRE

Six Hills Way, Stevenage

Salary Scale J.N.C. Deputy Superintendent Scale Grade 2 (at point seven to 11, £6,159 to £6,915 per annum).

Applications are invited from people with suitable qualifications and experience and also who have ability and skills in the management and administrative practices.

The Assessment Centre is a new purpose built facility to meet a variety of needs in the broad field of assessing children's resource requirements and thinking in relation to modern day and future circumstances for children and adolescents. It is proposed to provide a flexible regime as far as possible to allow development and growth to meet changes in need.

It is designed to cater for the following:

Residential Observation and Assessment, 20 places.

Day Observation and Assessment, 8 places.

Short term care, 8 places.

Secure suite, 2 places.

Application forms and further details available from the Director of Social Services, County Hall, Hertford, or telephone Hertford 53636 (Extension 2633) quoting reference number A.O. Closing date 4th June.

DEVON SOCIAL SERVICES

PRINCIPAL

(Range 6, £3,096-£3,474)

MATRON

(Grade 3, £2,361-£2,853)

JOINT APPOINTMENT

Luscombe House, Barnstaple

Luscombe House is the new North Devon Children's Community Home, which will open early in 1977, providing 24 places in three units of eight, one of which will function as an observation and assessment centre. The Principal will be professionally qualified with considerable relevant experience. The Matron will have considerable relevant experience and preferably an appropriate qualification (Allowance payable).

A furnished, detached bungalow within the complex will be provided. Emolument deduction £372 and £222 respectively.

Interview will take place during July and the successful candidates will be required to take up post on the 1st November next, in order to be involved in the final stages of the commissioning of the establishment.

Application forms and further details can be obtained from: The Area Director of Social Services, Civic Centre, Barnstaple. Closing date 16th June, 1976.

DEVON

Knotley House School—Nr. Tonbridge, Kent

P.E. TEACHER

Burnham Scale 1 + former Approved Schools Allowance + Fringe London Weighting + Extraneous Duties Allowance

Knotley House is a Community Home with education on the premises for 40 boys with social and behaviour difficulties in addition to their specific learning problems.

Teacher required to take charge of P.E. throughout the school. Facilities include Gym, swimming pool, seven acres of playing fields, flourishing out-of-school programme including camping, sailing, canoeing, climbing and other Outward Bound-type activities.

Experience of working with difficult, deprived or disadvantaged boys would be an advantage.

Applications to: Divisional Children's Officer, London Division, Tanners Lane, Barkingside, Ilford, Essex. Tel: 01-551 0011.

Informal enquiries to: Mr R. Britten, Principal. Tel: Penshurst 303.

Barnardo's

SOCIAL SERVICES DEPARTMENT

Ardale Community Homes School

Nr. Grays, Essex.

Teacher of Painting and Decorating Subjects

The above post becomes available from the 1st September 1976 at this Community Home School, which provides care, treatment and education for 100 boys aged between 13 and 17 years, of average to above-average intelligence.

Ideally, applicants should be qualified teachers, but in certain cases other substantially qualified applicants will be considered. Residential experience or experience with senior boys would be an advantage.

The successful applicant will be expected to undertake an average of 15 hours per week extraneous duties for which the standard JNC allowance is payable. Unfurnished accommodation is available.

The Principal, Mr. M. O. Mayers, will be pleased to discuss the post by telephone (Grays Thurrock 4672) or by letter.

Application form and job description available from the Director of Social Services, 99 The Grove, Stratford, London, E15 1HR. Telephone: 01-534 4545, Ext. 238.

LONDON BOROUGH OF NEWHAM

the College of Ripon & York St John

Applications are invited for the following temporary appointments to cover the work of lecturers on secondment for the academic year 1976/77, in this Church of England College of Higher Education (1,600 students). The College prepares undergraduate and post-graduate students for collegiate awards of the University of Leeds and about one third of each year's intake are training for teachers.

(a) Temporary Lecturer in Remedial and Special Education

(Lecturer Grade 2 Scale, £3,591 to £5,805)

The appointment is for work mainly on the York campus. Experience of working with slow learning children or in a special school is sought. A formal qualification in special or remedial education is desirable.

(b) Temporary Lecturer in Sociology

(Lecturer Grade 2 Scale, £3,591 to £5,805)

Applications are sought from well qualified candidates with teaching experience at degree level. The person appointed, who will be based mainly at York, will be required to contribute to courses in the B.A., B.Sc. and B.Ed. programmes. The ability to offer Sociology of Education as a specialism is essential.

(c) Temporary Lecturer in Professional Studies

(Lecturer Grade 2 Scale, £3,591 to £5,805)

The appointment, based mainly in Ripon, requires a contribution to courses for students preparing to teach children in the 7-13 age range. Courses include study of the characteristics and needs of the age range and the ways in which school organisation and the curriculum relate to these. Successful teaching experience and appropriate formal qualifications are sought.

All appointments will date from 1st September, 1976, to 31st August, 1977. Further details and application forms (one by 30 June) from the Principal, The College of Ripon and York St John, Lord Mayor's Walk, York YO3 7EX, to whom completed application forms should be returned to arrive not later than 30 June, 1976.

YOUTH AND COMMUNITY SERVICE continued

LONDON, N.19

YOUTH WORKER

Tufnell Park Youth Club

Holloway Road

Islington

A full-time and a SECOND YOUTH WORKER required to develop youth provision in two purpose-built neighbourhood centres.

The posts will be part of a multi-disciplinary team of eight staff.

Salary and conditions in accordance with the Joint Negotiating Committee Scale for Youth Leaders, Grade 3 £5,496 to £6,957 inclusive, plus £261 Inner London Weighting and £261 graduate allowance if applicable.

Application forms available from Director of Social Services, Tower Street, Chichester, Sussex, to whom they should be returned by 14th June, 1976. For informal interview contact Mr. Wharman, Day and Residential Care Officer, Worthing 30871.

LONDON, N.19

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Tufnell Park Youth Club

Holloway Road

Islington

Required to develop youth provision in two purpose-built neighbourhood centres.

The posts will be part of a multi-disciplinary team of eight staff.

Salary and conditions in accordance with the Joint Negotiating Committee Scale for Youth Leaders, Grade 3 £5,496 to £6,957 inclusive, plus £261 Inner London Weighting and £261 graduate allowance if applicable.

Application forms available from Director of Social Services, Tower Street, Chichester, Sussex, to whom they should be returned by 14th June, 1976. For informal interview contact Mr. Wharman, Day and Residential Care Officer, Worthing 30871.

LONDON, N.W.1

Third Locality Unit in Earls Court

Youth Worker required to share a full-time post with another Club and to run one mid-week club.

Applicants must be willing to live in the area.

Salary and conditions basis and Burnham Scale 1 to 3.

Applications forms and job specification from Assistant Youth Officer, Jubilee House, Jeffreys Street, London NW1 9PP. Closing date 18th June.

LONDON, S.E.11

Youth Worker required for attractive Club for girls. Traditional programme but keen to develop activity area for those girls who like to work here in preference to the usual.

Salary £3,591 to £4,248 (Burnham Scale 1 to 3).

Apply: Assistant Youth Organiser, Kennington Park Place, London SW9 6AJ.

NORTHAMPTONSHIRE

DAVENTRY MIXED YOUTH AND SERVICE CLUB

APPOINTMENT OF YOUTH MANAGER

Applications are invited from suitably qualified YOUTH AND COMMUNITY WORKERS or TEACHERS with Youth and Community Work experience for this new post.

The Daventry Mixed Youth and Sports Club are modern purpose-built premises which include a large Sports Hall complex. It is hoped to make an appointment as soon as possible.

Salary payable in accordance with the Joint Negotiating Committee Scale for Youth Leaders and Community Centre Wardens: Range 3 scale 4 £5,496 to £6,957 plus £261, plus an additional payment of £1,311. Possible assistance in finances it may be possible to assist with housing.

Application forms and further particulars may be obtained from Mr. Robin Leslie, Town Hall, Daventry, Northants. Mechanics Institute, Daventry, Northants. Applications should be returned within 14 days of the appearance of this advertisement.

Royal County of BERKSHIRE

Closing date: 17th June

HEAD OF COMMUNITY EDUCATION

£4,524-£5,100

YOUTH AND COMMUNITY WORKER

£3,426-£3,888

Applications are invited from suitably qualified teachers or youth and community workers for the above posts at Maiden Erlegh Youth and Community Centre, which is an integral part of the school complex.

The Head of Community Education will have the dual role of a senior worker of the District Youth and Community staff and that of senior Head of Department within the school. He/she will be expected to develop the community use of the school campus which will include promotion of adult education classes and the development of the Youth and Community Centre.

The Youth and Community Worker will work primarily within the age range 14-21 years acting as a second worker to the Head of Community Education.

Initial lodging allowance and assistance with removal expenses may be given.

Further details and application forms from the Director of Education (YCS), Education Department, Kennet House, 80-82 Kings Road, Reading RG1 3BL, or by telephone to Mr John Ashdown, County Youth and Community Officer, Reading 55981 ext. 231.

SENIOR YOUTH AND COMMUNITY WORKER

£3,771-£4,248

Applications are invited from suitably qualified teachers or youth and community workers for this post in Slough. Comprehensive training and personal supervision provided. Lodging allowance and assistance with removal expenses may be given.

Further details and application forms from the Director of Education (YCS) Education Department, Kennet House, 80-82 Kings Road, Reading RG1 3BL.

NOTTINGHAM (City of)

BOARD OF YOUTH AND PHYSICAL TRAINING

A Youth Leader is required to initiate and implement a SPORTS HEAD PROJECT in an inner-city redevelopment area of Nottingham. The objective will be to identify and meet the leisure-time needs of boys and girls in the eight to 14 age-range, by offering formalised activities in conjunction with non-conventional hobbies.

The applicant should be between 25 and 35 years of age and have recent coaching experience to an adult leader. Qualification as a qualified Youth Leader would be of further value but not an advantage. The project, which will be for three years in the first instance, is being funded by the Home Office Voluntary Services Unit and will be independently monitored.

For further details and application form, send stamped addressed envelope to the Secretary (City of Nottingham Sports Council, Scout Headquarters, South Church Street, Nottingham NG1 3BE.

NOTTINGHAMSHIRE

EDUCATION COMMITTEE

YOUTH AND SOCIAL DEPARTMENT

Opportunities in the YOUTH and COMMUNITY SERVICE

This could be your last chance to join the Service and train for the YOUTH SERVICE in Nottinghamshire before the new Certificate of Qualification in Youth and Community Work comes into force in 1978. Applicants must be newly appointed to the Service and have no previous qualifications. There are now two full-time courses leading to the new qualification, each of which starts in September, one at Clarendon College, Nottingham, and the second at Loughborough College of Education. Both courses are run in conjunction with the Nottingham Trent Polytechnic. Applicants must be willing to live in Nottingham during the course and be prepared to work in the County Youth Service for two years following successful completion of the course.

Financial assistance will be given with the expenses incurred in moving to Nottingham. There are now full time vacancies in many of the County's youth clubs, four of which are purpose-built. Where you are located depends on the worker and you are located in Youth and Community Centres, one of which is associated with a Secondary School. Satellite clubs, Detached Youth Work, Schools Work and Community Service are other aspects of the work.

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Don't let this be your last chance of joining a team in an authority which has backing in youth and community service with future prospects. For more details write to Mr. Ronald Lee, Director of Education, Nottinghamshire County Council, County Hall, West Bridgford, Nottingham, stating age and qualifications. 10th June, 1976.

SHROPSHIRE

EDUCATION COMMITTEE

Application are invited for a field work appointment on a YOUTH OUTREACH basis in the Ludlow and Oswestry.

A newly created post to further strengthen an existing four strong professional team in each of the areas.

A flexible structure which combines seven weeks of responsibility has been established and offers remuneration prospects over the county as a whole as well as in the area.

Salary—Grade 4—£5,957 to £4,581.

Further particulars and forms of application for both as soon as possible from Assistant County Youth Officer, Centre North West, Shirehall, Abbey Foregate, Shrewsbury, Salop.

"Re-advertisement"

The Cresset

YOUTH CO-ORDINATOR

Many different voluntary and statutory bodies in Peterborough have provided their skills, energies and resources to provide under one roof a unique service to the community.

The Cresset will be a source of inspiration and activity for the whole community. There will be something for everyone—squash courts and handicapped centre; the Church and dancing areas; social centres and activity areas for young and old; sports hall and hostel; cellar coffee bar and meals on wheels; library and toy library; arts and crafts centre; play areas and meeting rooms; restaurants, bars and many other facilities for the casual visitor and regular attender alike.

Required as soon

MINISTRY OF DEFENCE

SENIOR SECONDARY APPOINTMENTS

FOR JANUARY 1977
IN THE FEDERAL REPUBLIC OF GERMANY

Second Deputy Head Cornwall School Dortmund (Group 9)

Applications are invited from appropriately qualified and experienced teachers who have had previous middle management responsibility within the comprehensive sector to fill the newly created post.

Deputy Head Gloucester School, Hohne (Group 9)

Applications are invited from appropriately qualified and experienced teachers. The successful applicant will have a full part to play in the formulation of future policy for the school in its next stage of development. The particular commitment is for a Deputy Head (Guidance) who will have responsibility for the co-ordination of all guidance, pastoral, and counselling service in the school.

Second Master/Mistress (Deputy Head (Organisation)) Gloucester School, Hohne (Group 9)

Applications are invited from appropriately qualified and experienced teachers to fill one of the senior management posts in this co-educational comprehensive school. This post offers an excellent opportunity for a person with energy, enthusiasm and a firm commitment to the ethos of a comprehensive school, and the successful applicant will have a major role in the formulation of future policy for the school as it enters the next phase of development.

SALARY is in accordance with the current Burnham Scale from £5,676 to £6,300 a year plus the London Allowance. **FOREIGN SERVICE ALLOWANCE.** A tax free allowance is payable. **SUPERANNUATION** Normal rights safeguarded. **ACCOMMODATION** is provided rent free. **DURATION OF ENGAGEMENT:** Initial engagement is for three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 42 years at the commencement of the engagement.

Requests for application forms should be made on a postcard to:

SCEA

Ministry of Defence
CM(S)4L
Lacon House
Theobalds Road
London
WC1X 8RY
Tel: 430 6654

The closing date for completed forms is 21 June, 1976.

The British Council

invites applications for the following posts:

Head of Automobile Mechanics Section (Bahrain)

Hidaya Boys' Technical Secondary School
To teach automobile technology to C. & G. 333 intermediate level and to supervise the automobile section.
Candidates, men only, must have a C & G. (FTC) and 5 years' practical experience.
Teaching experience and qualifications desirable.
Salary: £3,488 to £4,563 p.a., tax free.
Benefits: overseas and children's allowances; free furnished accommodation. Two-year contract, renewable. 76 AS 9.1

Teachers of Computer Science (Kuwait)

Kuwait Business Institute
To teach ANS, COBOL and FORTRAN IV, computer operation, data communications and data management.
Salary: £5,143 p.a., approx., tax free
Benefits: free furnished accommodation; car and living allowances. Two-year contracts, renewable. 76 AO 29.17

Teacher of Science and Mathematics (Algeria)

The English Language School, Algiers
Teacher of Science (male) with some Mathematics for September 1976. Mainly to children 12 to 14 years.
Teaching qualification, primary school experience and knowledge of Nuffield/School Council developments. Ability to speak French desirable.
Salary: £600 per month—half paid locally in dinars and half paid in US dollars into U.K. bank account.
Benefits: free accommodation; free places at the School for children; free transportation of car. One-year contract, renewable. 74 RS 117

School Teachers (Spain)

The British Council School, Madrid
A co-educational day school at present mainly for Spanish pupils in the age range 5-14 years. Possible move to new site allowing for expansion at 16 years.
a. Teacher of Science for 9-14-year-olds
b. Infant Teacher
Candidates, single only, for post a. should hold a degree or teaching certificate in or including Science plus several years' experience. For post b. candidates, single only, should be trained infant teachers with several years' experience.
Salary: £2,546 to £3,990 p.a., at present exchange rate. Tax free.
Benefits: expatriation allowance, of approximately £281 p.a.; employer's portion of superannuation; free medical treatment. Two-year local contracts, renewable. 75 SS 143
76 SS 94

Primary Teacher (Egypt)

Victory College, Alexandria
To teach English, with Science and Mathematics, to primary school pupils. Candidates, preferably single men aged 25-35, must be qualified teachers with several years' experience. They should be able to play the piano and candidates with TEFL/TESL experience are desirable.
Salary: Burnham scales.
Benefits: accommodation and outfit allowances. Two-year contract, renewable. 76 AS 76

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

YOUTH AND COMMUNITY SERVICE continued

STAFFORDSHIRE

WEST SUSSEX

CYPRUS

THE JUNIOR SCHOOL

CAMEROON, SEYCHELLES AND SOUTHERN AFRICA

ITALY

ANGLO-ITALIAN ASSOCIATION

CANARY ISLANDS

Overseas Appointments

E.F.L. IN GREECE

ITALY

AFRICA

WEST GERMANY

BAVARIA

GREECE

TURKEY

ZAMBIA

Kenya

Teacher Educators

Mathematics, Science and English

At various Primary Teacher Training Colleges. Lecturers in their subject, required to participate in the British Primary Teacher Training Programme, involving in-service and in-service Teacher Training and elements of curriculum reform directed to an improvement of the quality of primary education. Applicants, under 53, should be Teacher Educators (trained graduate or non-graduate with six years' relevant experience, two of which should have been in a Teacher Training College; non-graduates must have Teacher Training experience in a United Kingdom College. For the Science post trained teachers in Physical Science (Physics/Chemistry or Biology/Agriculture) as well as General Science are invited to apply. Initial appointment for 2½-3 years.

Salary in range £4,331 to £5,815 per annum which includes an allowance, normally tax-free in range £2,282 to £4,302 per annum. Starting salaries are assessed in accordance with the number of completed years of post-qualification practical teaching experience. Termed gratuity 25 per cent of basic salary.

Other benefits include free family passages, paid leave, children's education allowances and subsidized accommodation. Superannuation rights may be preserved. An appointment grant of up to £300 and an interest-free car purchase loan of up to £900 may be payable in certain circumstances. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply giving age and details of qualifications and experience to:

Appointments Officer,
Ministry of Overseas Development
Room 301, Eland House,
Stag Place, London SW1E 5DH.

Senior Technical Teacher

Engineering Apprentice Training - Indonesia

PT INTERNATIONAL NICKEL INDONESIA, a subsidiary of INCO, is developing a laterite mining and processing project on the island of SULAWESI and requires a Senior Technical Teacher to develop and administer a Technical Training Centre at present under construction and due for completion in December 1976.

The task of the Centre will be to provide training for Indonesian nationals in trade skills in such areas as: Heavy Equipment Fitting, Mobile/Diesel Mechanics, Steel Fabrication/Welding, Fitter Maintenance, Electrical Mechanics, and Instrument Mechanics.

The Senior Technical Teacher will supervise and direct 125 staff plus five trainees. It will be necessary to develop courses in the areas listed above and other similar areas; to specify and select training equipment; to schedule training programmes; and to control the operating budget. Close liaison with Government institutions and Training Establishments will be required.

Candidates must be qualified in a trade and hold a Technical Teachers Certificate or the equivalent. They should have at least 2 years' teaching experience at a senior level in a Technical College or similar institution.

Previous experience of this type of work in a developing country would obviously be an advantage.

Candidates may be either single or married.

The assignment will be for 2 years.

Base salary £7,795 p.a. plus 35% overseas allowance.

Please apply in writing giving qualifications and brief details of experience to:-

The Personnel Administrator, International Nickel Limited,
Thames House, Millbank, London SW1P 4QF.

inco

INTERNATIONAL NICKEL LIMITED
Thames House, Millbank, London SW1P 4QF.

Administration

Local Education Authority

BEDFORDSHIRE

EALING

HEREFORD AND WORCESTER

HERTFORDSHIRE

City of Manchester Education Committee

Senior Inspector

Further, Higher and Community Education

Salary: Burnham Head Teacher Group II (£8,256/£8,880)

Assistance with removal and associated expenses; essential car user's allowance.
The vacancy exists from 1st September, 1976.

Application forms and further particulars from the Chief Education Officer (E56), Education Offices, Crown Square, Manchester M60 3BB.

Closing date: 18th June, 1976.

The British Council

invites applications for the following posts:

English Language Expert/Lecturer in *English for Special Purposes* (Thailand)

The University of Chieng Mai
To teach English with particular emphasis on its usage for scientific purposes. To advise on the existing programme and prepare teaching materials.
Candidates, graduates preferably with MA, aged between 28 and 42 years, should have a formal post-graduate qualification in TEFL and relevant experience.
Salary: £5,001-£6,848 pa, tax free.
Benefits: overseas and children's allowances; free furnished accommodation.
Two-year contract, renewable. 76 UU 79

Lector in English (Yugoslavia)

University of Sarajevo
Graduates with at least 2 years' relevant experience. Formal TEFL qualification desirable.
Salary: minimum of 4,570 New Dinars per month non-convertible, tax free, plus sterling subsidy of £1,191 pa.
Benefits: accommodation allowance; medical scheme; employer's portion of superannuation.
Contract for 10 months initially, renewable. 76 SU 82

Lecturers in English (Poland)

Technical University, Wroclaw
Degree and postgraduate qualification in TEFL with experience in teaching English to overseas science students.
Salary: £4,389-£5,409 pa.
Benefits: free accommodation and other benefits.
Two-year contract, renewable. 76 CU 83

Boleslaw Beirut University, Wroclaw
Degree: TEFL qualification and some overseas EFL experience.
Salary: £4,389-£5,409 pa.
Benefits: free accommodation and other benefits.
Two-year contract, renewable. 76 CU 84

Senior English Teacher (Bahrain)

Manama Boys' Secondary School (Commercial Section)
Candidates, men only, must have a degree and a teacher's certificate together with substantial experience in teaching English to commercial students and some experience of using language laboratories.
Salary: £3,468-£4,563 pa, local tax free.
Benefits: free accommodation; overseas and children's allowances.
Two-year contract, renewable. 76 AS 40

Teachers of English (Iran)

British Council Teaching Centres, Tehran, Isfahan, Meshed, Shiraz
Degree or teaching certificate. TEFL/TESL qualification and/or relevant experience desirable. Single candidates or married couples, both qualified to teach.
Salary: £3,573-£4,185 pa.
Benefits: accommodation allowance; employer's portion of UK superannuation.
Two-year contracts, renewable. 76 HO 44-59

Teachers of English (Saudi Arabia)

Institutes of Public Administration, Riyadh, Jeddah, Dammam
Candidates, men only, must be graduates with TEFL qualification and experience.
Salary: SR38,400-SR60,000 pa tax free (£5,904-£9,228, SR6.50 equals £1). Plus 12 per cent bonus.
Benefits: free accommodation; transportation allowance.
One-year contract, renewable. 76 AO 77-83

Teacher of English (Italy)

British Council Institute, Milan
Candidates, preferably single and holding a degree in English or Modern Languages together with a TEFL qualification and relevant experience.
Salary: £2,495-£3,360pa approx (under review).
Benefits: termination bonus; family allowance where applicable.
One-year local contract, renewable. 76 SO 67

Teachers of English (Algeria)

Institut National de la Productivite et du Developpement Industriel, Algiers
Degree; postgraduate TEFL qualification and experience in ESP.
Salary: Algerian dinars 48,000-60,000 pa.
One-year contract, renewable. 76 CO 85-87

English Language Teaching Assistants (Soviet Union)

For Universities and Institutes of Higher Education
Degree in English or Modern Languages with teaching or TEFL qualification and relevant experience. Knowledge of Russian highly desirable.
Salary: 225 Roubles per month (rate of exchange approx 1.56 Roubles to £1). Tax free, non convertible. Sterling subsidy of £1,787 pa paid in Britain.
Benefits: subsidized accommodation; employer's portion of superannuation.
Contract for one academic year (10 months). 76 SU 86-88

Return fares are paid. Local contracts are guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

METROPOLITAN BOROUGH OF TRAFFORD EDUCATION COMMITTEE

TRAFFORD YOUTH SERVICE

Youth Tutor

Partington Youth Centre

A suitably qualified and experienced person for shared duties and responsibility for developing links between the Broadoak Comprehensive School and the Youth Centre.
Salary J.N.C. Scale 1, £2,442 to £3,204 plus £312 per annum.
Salaries and main conditions of service are broadly in accordance with the J.N.C. 11th Report for Qualified Youth and Community Workers.
In approved cases assistance may be given with removal expenses.
For further details please send stamped addressed foolscap envelope to the Chief Education Officer, Town Hall, Sale, Cheshire, to whom completed application forms should be returned by June 18, 1976. (Telephone 061-973 2263, ext. 259.)
Interviews will be arranged within 28 days of the closing date.

METROPOLITAN BOROUGH OF TRAFFORD EDUCATION COMMITTEE

SERVICE OF YOUTH

Trainee Youth Workers

(for September, 1976)

Salary J.N.C. Scale for Unqualified Youth Leaders (£1,989-£2,313 plus £312 per annum)

For further details please send stamped addressed foolscap envelope to the Chief Education Officer, Town Hall, Sale, Cheshire, to whom completed application forms should be returned not later than 6th July, 1976.
(Telephone No. 061-973 2253, ext. 259)
Interviews will be held within 28 days of the closing date of this advertisement.

ACADEMIA BRITANICA CUSCATLEQA

SAN SALVADOR, EL SALVADOR C.A.

The above British School, which has this year transferred to new purpose-built premises, with an enrolment of 826 pupils, aged 3 to 16 years, invites applications from qualified teachers for posts available in January, 1977.

INFANT TEACHER
JUNIOR TEACHER
TEACHER SPECIALISING in ENGLISH to 'O' LEVEL G.C.E. STANDARD
TEACHER SPECIALISING in GEOGRAPHY to 'O' LEVEL G.C.E. STANDARD
HEAD of MATHS and SCIENCE DEPARTMENT
HEAD of ENGLISH, HISTORY and GEOGRAPHY DEPARTMENT

E.F.L. qualifications an advantage but not a necessity

Applicants should be single men or women or married couples who are both teachers, with a minimum of two years' experience, age between 24 and 36 years
Two-year contract renewable, return air fare £120, baggage allowance, medical expenses and employers U.K. superannuation paid. Total annual remuneration in local currency equivalent to approximately £3,900 to £6,660 sterling depending on qualifications and experience.
Salvadorean income tax is approximately 8 per cent.
Please apply airmail with full curriculum vitae, a recent photograph and the names of three referees to the Headmaster, Mr. D. C. York, Academia Britanica Cuscatleca, Apartado postal 1771, Santa Tecla, El Salvador, Central America.
Interviews will take place in London at the end of July.

LIBYAN ARAB REPUBLIC

NEW TRIPOLI COLLEGE

This multi-national, English speaking medium school requires the following staff for the scholastic year beginning September 1976:—

Junior and General Subject Teachers

Salary: 1,440-2,190 Libyan Dinars according to experience; plus travel, housing and furniture allowance.

For further information please apply in writing to:—
The Principal, New Tripoli College,
P.O. Box 6605, Tripoli, Libyan Arab Republic.
NOTE: 1 Libyan Dinar equals approx. £1.70.

SCHOOLS COUNCIL

" A nation that does not understand and support the means whereby it earns its livelihood is not likely to have much of a future "

—Sir Alec Smith, The Chairman of the Council

THE SCHOOLS COUNCIL INDUSTRY PROJECT

APPOINTMENT OF A DIRECTOR

The national importance of a closer and more effective association between industry and education is being increasingly recognised. The aim of the Schools Council's Industry Project, evolved with the help of both the CBI and TUC, is to make a significant contribution in this field. We believe there are major opportunities to develop new curricula and methods, to establish new relationships and to organise activities which allow participants from both industry and education to join together in the processes of educational change. We are convinced that this project, concerned as it is with the realities of human needs in our industrial society, could have far-reaching consequences for this country.

Applications are invited for the important post of DIRECTOR of the project, which is planned to begin in 1976 and last for 4 years. It is envisaged that there will be an initial diagnostic phase when the director will identify needs, opportunities and objectives, and then define the team and organisation required to carry the project forward.

The salary for the director would be in the region of £7,000-£8,000 or, alternatively, a secondment may be arranged at existing salary plus honorarium. It would be an advantage if the director has had experience of teaching students in the age range 14-19 and has had significant experience of industry. An important asset is the understanding of processes used in curriculum development and dissemination.

Application forms and further details of the project may be obtained from Mr. A. Marshall, Schools Council, 160 Great Portland Street, London W1N 6LL. Tel. 01-580 0352 Extension 351. The closing date for the receipt of applications is Friday, 25 June, 1976.

Training Officer (Audio)

RETAIL SALES STAFF

The range of audio merchandise being sold in our retail branches is becoming increasingly complex and sophisticated, extending from simple transistor radios to expensive music centres. This situation is making greater demands on the sales staff concerned, both in the form of basic product knowledge and in answering queries from increasingly knowledgeable customers.

We wish to appoint an Audio Trainer, who will be responsible to the Training and Development Manager for the training of retail branch staff. The successful applicant will probably be aged under 40 and could come from one of a variety of backgrounds, but the ability to communicate technical ideas in a simple language, a knowledge of electronics and enthusiasm for the subject is essential. Evidence of a successful record in education and/or training will be expected. The appointment is based at our Nottingham Head Office, but a limited amount of travel and some evening work will be involved. It is open to male and female candidates.

Conditions of employment are first class and include a Profit Sharing Bonus Scheme.

Please apply in writing to: John Hobbs, Employment Services Manager,

Boots The Boots Company Ltd.,
Station Street,
Nottingham NG2 3AA.

THE ASSOCIATED EXAMINING BOARD

ADMINISTRATIVE OFFICER

FOR MUSIC, BALLET AND RELIGIOUS STUDIES

Applications are invited for the post of ADMINISTRATIVE OFFICER at the Board's offices at Aldershot, Hampshire. The post is concerned with the Board's educational work and the administration of its examinations. The officer appointed will be responsible for the administration of a group of subjects including initially Music, Ballet and Religious Studies, although other subjects may subsequently be included.
Applicants should be graduates (or hold equivalent qualifications), preferably in one or more subjects relating to the above group, and educational administration experience within the teaching profession or elsewhere would be particularly useful. Although the post is mainly concerned with administration and organisation it includes important educational aspects. The experience of applicants should therefore demonstrate a close involvement and interest in Music and/or Religious Studies in a teaching or other educational capacity.
The appointment will be on the Administrative Officer Scale II from £3,174 to £4,608 by eight annual increments of £204. The starting point on the scale will depend on the age, qualifications and experience of the successful applicant. There are opportunities for promotion to higher grades.
Further details of the post, together with an application form, may be obtained from the Personnel & Services Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms of application must be returned not later than Friday, 11th June. It is hoped to interview applicants shortly after this date, and when completing the application form all applicants should clearly state the earliest date on which they could take up the appointment.

Play Organiser

AP5 £4,206-£4,476 inclusive

Required to continue the development and expansion of our children's play activities. Duties include responsibility for six adventure playgrounds, play park, four One O'Clock Clubs, kids' workshop and special summer projects. Other duties include liaison with local organisations connected with play and investigating possible new play sites.
Applicants should have a genuine interest in children's play activities, proven ability and considerable experience in this type of work. Ref.: DLR. ASE.5.

Games Organiser

AP5 £4,206-£4,476 inclusive

Required to be responsible for the organisation and promotion of the Council's sporting tournaments and for the supervision of a gymnastics club and an indoor training centre.
Duties also include liaison with National and Sporting Organisations and reporting on matters connected with sport.
Applicants should be suitably qualified and have a keen interest in sport, the ability to organise and produce results and considerable experience of working in this field. Ref.: DLR. ASE.3.
Application forms from the Personnel Manager, London Borough of Hammersmith, Hammersmith House (BOC Building), Black's Road, W6 9EQ (01-748 2077, Ext. 69). Please quote appropriate ref. Closing date 21st June, 1976.

LONDON BOROUGH OF HAMMERSMITH

ADMINISTRATION

Local Education Authority continued

CITY OF LEEDS
EDUCATION DEPARTMENT
CHIEF ADVISER

Miss Margaret Woodward, the Leeds Authority's Chief Adviser, will be retiring this year, the Authority invites applications for her successor. This is one of the top adviser posts in the country. It includes responsibilities for Schools, Further Education Colleges and both the Authority's Child Guidance Service and Careers Advisory Service.
Salary: £8,685 to £9,861.
Application forms and details of the post may be obtained from the Director of Education, Department of Education, 32nd George Street, Leeds, LS1 2AE. Telephone: Leeds 28301 ext. 2.
Closing date for applications is 21st June, 1976.

LONDON
INNER LONDON
EDUCATION AUTHORITY
LONDON COLLEGE OF FASHION
Oxford Circus, W.1
STUDENT SERVICES OFFICER

Applicants should have appropriate qualifications and experience to advise young people aged 16 plus in attitudes with health, financial and leisure problems.
Salary: £5,07?- £5,?79 (inclusive of London Weighting).
Application forms and details from the Senior Administrative Officer, 100 Curtain Road, London EC2A 3AR, to whom forms should be returned within 14 days from the appearance of this advertisement.

SOUTH BIRMINGHAM
HEALTH DISTRICT
MONYHULL HOSPITAL
EDUCATION OFFICER

A suitably qualified and experienced person is required to apply his or her training to the practical problems of all areas of education for the adult mentally handicapped. Education and training steps would be implemented in conjunction with other disciplines in the hospital.
It is hoped in the future to open a multi-disciplinary therapy unit at the hospital and it is expected the Education Officer will form an integral part of this unit.
Salary scale negotiable, but in the region of Burnham Scale 2(ii). Dependent on qualifications, experience, and subject to D.H.S.S. approval.
For more information or a visit to the hospital, please ring Rupert Tomkinson, Senior Administrative Assistant, Hospital Management Unit, Kings Norton, Birmingham B.30 3JB. Telephone 021-411 2277.
Application forms and job description from District Personnel Officer, South Birmingham Health District, Oak Tree Lane, Selly Oak, Birmingham. Telephone 021-472 0515.

TAYSIDE
REGIONAL COUNCIL
EDUCATION DEPARTMENT
DIVISIONAL CAREERS OFFICER
£5,967-£6,306

Reference: 157 7th

The successful candidate (male or female) is required to take charge of a busy city careers office in Dundee.
Applicants should preferably be experienced careers officers with a degree and/or Diploma in Careers Guidance.
A job specification and an information sheet are available.
Applications on forms available from and returnable to the Personnel Officer, 21 Meins Lane, Dundee. Telephone: Dundee 459888, Extension 328.
Closing date for receipt of applications is Monday, 21st June, 1976.

General

LONDON
(Re-advertisement)
THE NATIONAL FEDERATION OF WOMEN'S INSTITUTES

is looking for a qualified HOME ECONOMICS ADVISER.
An interesting and stimulating opportunity for a person based in London to travel in England and Wales, to promote, encourage and inform members of the educational opportunities available within the Organisation. Candidates should be under 40 at least one particular area is necessary. Applicants should be aged between 20 and 40, car driver, and conversant with modern adult education methods.
A good salary according to age and experience, plus L.A.'s 13½p per day's use of car, 20 days leave per annum.
Further particulars may be obtained from the Secretary, National Federation of Women's Institutes, 39 Eccleston Street, London SW1W 9NT, to whom all applications, preferably typed, should be sent, marked " confidential ".
Closing date: Monday, 14th June, 1976.

LONDON, N.W.1
SOCIETY OF FRIENDS
EDUCATION COUNCIL
SECRETARY: CHILDREN AND YOUNG PEOPLE'S COMMITTEE

This post, which is very important in fostering the life of the Society, will be vacant at the beginning of 1977.
The Committee concerns itself with the religious education of children in our Meetings. It provides guidance with lesson material and helps in an advisory capacity and arranges for parents and teachers conferences. The Secretary is also responsible for the organisation of two yearly meetings, Children's days of Thanksgiving and Young people's autumn gathering in the London area.
The applicant should be a Friend with the experience of teaching and understanding of the place of children in the life of the Meeting.
A Study interest in the growth and development of young people is necessary, as are administrational and writing abilities.
A background of religious studies, would be desirable but is not essential. There will be weekend work including Meetings.
The salary will be according to experience, qualifications and age.
Detailed job description and application form from Clerk to the Education Committee, Friends House, Euston Road, London NW1 2BJ. Telephone: 01-387 3601, ext. 31. Date for receiving applications: 30 June 1976.

MANCHESTER
CENTRE FOR INFORMATION AND ADVICE ON EDUCATIONAL DISADVANTAGE

This new Centre aims to work in collaboration with, and support, all those who are involved in the education of children from all types of minority groups and their parents. Special attention will be given to the needs of children in care. The Centre is an independent body with a Management Committee chaired by Mr. C. D. Rogers, M.P.
It needs staff who have relevant experience and who are prepared to work as a team. Salary range is above £4,000.

INFORMATION OFFICER

(Local Authority Scale A.P. 4a and C. £4,767 to £5,511)
Re-advertisement: Persons who have applied previously need not apply again.
This officer will be responsible to the Principal Adviser in the collection, storage and retrieval of information and advice in the field of the Centre's activities. He will be required and soon to take part in the publication of simple research reports. Experience as an information officer with a public or specialist library. Knowledge of the education system and relations to the Centre's information services would be an advantage.
Premises at 11 Anson Road in the site of the new City of Manchester College of Higher Education. Conditions of service are those of the Burnham Further Education Agreement and of the National Joint Council for Local Authorities' Services (Miscellaneous Services) as appropriate to the two posts.
Further details and application forms may be obtained from the Centre for Information and Advice on Educational Disadvantage, 11 Anson Road, Manchester M14 4BT. Telephone: 061-225 8951.
Closing date: 30th June 1976.

ROCHESTER
THE DIOCESE

Applications are invited for the following posts:—

RELIGIOUS EDUCATION ADVISER

The work includes advice and training in Christian Education and Worship in parishes and schools, and liaison with Teachers' Centres.

For specification and details and forms of application write to Canon Stanley Holland, Diocesan Office, St. Nicholas Church, Rochester, Kent, ME1 1BE.

EDUCATION OFFICER

c. £4,000

The Institute of Accounting Staff, the fast-growing professional body for accounting technicians, seeks an Education Officer to expand its work among colleges and employers and to contribute to the development of its education policies. A graduate or equivalent is sought, who has at least three years' work experience, together with a good knowledge of the further education system and the requirements of professional bodies in the business field. Some travelling is involved.

Applicants should send full c.v. to:
The Secretary (EO), Institute of Accounting Staff, 23 Bedford Square, London WC1B 3HS, by 18 June, 1976.

NATIONAL ASSOCIATION OF CITIZENS' ADVICE BUREAUX

LEARNING RESOURCES OFFICER

To prepare training packs of learning materials for the citizens' advice bureau service throughout the UK. Candidates should have had experience in the design, preparation and evaluation of learning materials in further education or industry. Experience of the Open University's course system would be an advantage.

SENIOR TRAINING OFFICER

To assist the Education and Training Adviser in developing the work of the training service.
Candidates are likely to be in their late 20s or early 30s and attracted by the socially relevant, varied and highly demanding work of this service. They must be experienced in job analysis and appraisal and be capable of designing courses for a wide range of needs.
Knowledge of and experience in the work of the voluntary and statutory social services would be an added advantage for these posts. Both posts are Grade 2; the appointments will be made until 31st March, 1979, in the first instance and they will be based on the NACAB headquarters. Salary scale £3,945-£4,945 p.a. including London Weighting. Four weeks' annual leave; superannuation scheme.

Further details and application form from the Administrator, National Council of Social Service, 26 Bedford Square, London, WC1B 3HU. 01-636 4066. Closing date 18th June, 1976.

Citizens Advice Bureaux

ISLE OF WIGHT COUNTY COUNCIL

EDUCATION DEPARTMENT

Awards Officer

Salary: SO1 £4,239–£4,545

Applicants (men or women) should be graduates and/or professionally qualified for this important senior post. Experience in one or more fields such as teaching, careers guidance or relevant administration is essential and preference will be given to those who have a knowledge of awards regulations and the higher/further education system.
The successful applicant will head Awards Section which administers some 850 awards to students in higher and further education, have a significant counselling role with students and give an advisory service to students and parents on awards facilities.
The Authority offers a generous scheme of removal expenditure reimbursement and may be able to offer temporary accommodation.
Application forms and further details from the Personnel Officer, County Hall, Newport, Isle of Wight. Closing date June 16, 1976.

Adviser for Primary Education

Applications are invited from those who are well qualified and experienced in the whole range of primary school work. This post will be principally associated with the West Devon area, and will be based at the Area Office, Plymouth.
Salary Group 9 Head £6,969-£7,693, plus additional payment of £312 per annum.

Adult Education Organiser

for EAST DEVON
based at East Devon Area Education Office, Exeter
Candidates should have considerable experience of adult education and be sympathetic towards the community college concept. Possession of qualified teacher status and/or a degree will be an added recommendation. The Organiser will be part of a team of four responsible in each case to an Area Education Officer and working under the general guidance of the Authority's Senior Adviser for Adult, Youth and Community Services.
Salary on F.E. Head of Department II Scale £5,652-£6,444, plus additional payment of £312 per annum.
Application form and further particulars from Chief Education Officer, County Hall, Topsham Road, Exeter EX2 4QG, (ext. 382). Closing date: 18th June, 1976.

DEVON

County of Cleveland

EDUCATION DEPARTMENT

Applications are invited for the undermentioned vacancies which have arisen as a result of the promotion of the previous holders of the posts:—

YOUTH & COMMUNITY OFFICER

£5,721–£6,225

Candidates for this post will need to be suitably qualified and must have appropriate experience. The successful applicant will be responsible for the Youth & Community Service throughout the County of Cleveland. The responsibilities of the post will include the supervision and administrative oversight of all maintained Youth Clubs and Community Centres and they will also include liaison with voluntary Youth & Community Associations.

PROFESSIONAL ASSISTANT

£3,495–£4,695

Applicants for this post must be honours graduates of a British University and must also have teaching experience. Posts of Professional Assistant in the Cleveland Authority are essentially training posts and are suitable for people wishing to enter educational administration. The successful applicant will be allocated to any area of work in any division of the Department from time to time as directed, and will be concerned with administrative matters arising in Primary, Special, Secondary or Further Education. Financial assistance with the removal of household effects is available in approved cases for candidates for both of the above posts. Assistance with temporary housing accommodation may also be available in approved cases for married couples.
Application forms and further particulars of the above vacancies are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, to whom completed forms should be returned by 18th June, 1976.

TAYSIDE REGIONAL COUNCIL

TRAINING OFFICER

Salary £5727-£6231

Ref: 135/76

The Council is seeking to appoint to this position a person capable of assessing the training needs of the Authority, formulating training plans and implementing training programmes for all categories of staff in a variety of disciplines. It is therefore essential that applicants be currently engaged in the education/training field and be able to demonstrate that they possess the necessary experience to develop positive training policies in a new and large Authority. Preference will be given to those applicants with proven experience in local government training and/or a large industrial concern who are Corporate Members of the IPM or other relevant institutes.
The position is particularly suitable to applicants actively engaged in the training field in the Public Sector or perhaps in further education.
The usual local government conditions of service apply including admission to the superannuation scheme.
Consideration will be given to the provision of temporary housing accommodation and assistance with re-location expenses in an appropriate case. A car allowance is attached to the post.
Application forms are obtainable from, and returnable to, the Personnel Officer, Tayside House, Dundee and should be received no later than Wednesday, 16 June, 1976. Verbal enquiries relative to the above will be answered on contacting the Recruitment Officer, telephone Dundee 23281, ext. 3276.

NORTH-EASTERN EDUCATION AND LIBRARY BOARD

EDUCATIONAL ADVISERS (2 POSTS)

(a) Pre-School and Primary Adviser

Applications are invited from men and women with at least seven years' full-time teaching experience in Nursery and/or Primary Schools.

(b) Further Education (including Adult Education) Adviser

Applications are invited from men and women with at least seven years full-time teaching experience in Institutions of Further Education. Relevant experience in Commerce or Industry would be an advantage.
The successful candidates for the above posts will be expected to work in close association with advisory colleagues, education officers, head teachers and their staff.
Salary for each post will be £5,985, rising by four annual increments, to £7,593. This salary is subject to adjustment in accordance with any settlement agreed under the Government Pay Policy as from 1st April, 1976.
Application forms and further particulars may be obtained, on receipt of a stamped addressed foolscap envelope, from the Personnel Officer, North-Eastern Education and Library Board, County Hall, 182 Galgorm Road, Ballymena, Co. Antrim BT42 1HN, Northern Ireland, and must be returned not later than 12 noon on FRIDAY, 18th JUNE, 1976.
Canvassing in any form will disqualify.

METROPOLITAN BOROUGH OF STOCKPORT

CAREERS OFFICER

(REF. 83/TES)

£2,529-£3,282

To give vocational guidance to pupils and students and help them reach informed, realistic decisions about their careers and secure employment and/or training in line with those decisions.
Applicants should preferably have completed recognised full-time training course. Valid driving licence required. Car and furnishing allowances and removal expenses available.
To discuss post, telephone Mr. C. J. Green, 061-480 4949, Ext. 201.
Application forms from Director of Education, Town Hall, Stockport, to be returned by 21st June, 1976.

Bedfordshire

EDUCATION SERVICE

Assistant Area Youth Officer

Sculbury Youth Service Officers scale (points 6-10) £3,474-£3,957.
Approved removal expenses paid.
Applications are invited from suitably qualified persons for the appointment of an Assistant Area Youth Officer to serve the Luton area.
Further particulars and application form from D. P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford, or telephone Bedford 63222 ext. 246.
Closing date 18th June, 1976.

SHROPSHIRE

EDUCATION COMMITTEE

Applications are invited for a fourth tier vacancy for an

ASSISTANT EDUCATION OFFICER

which has arisen in this Department.

Salary within the range £4,689-£5,577

plus National Supplement of £312

Application forms and further particulars from the Education Department. Closing date for applications is 25th June.

Shirehall, Shrewsbury. J. BOYERS, County Education Officer.

KENT County Council Education Department

CAREERS SERVICE

TRAINEE CAREERS OFFICER

(SIX POSTS)

Suitable for persons with successful employment experience and/or graduate qualifications or equivalent. Persons appointed will be seconded on salary to a full-time course of training and, on successful completion of the course, appointed to posts on the establishment of the Careers Service in the County.
Salary during training in scale to £2,529 a year, with promotion on successful completion of training to a scale rising to £3,702 a year.
Generous settling-in allowances in appropriate cases.
Further particulars and application form from W. H. Petty, County Education Officer (Ref. CS), Springfield, Maidstone ME14 2LX. Closing date 18 June.

CITY OF SHEFFIELD

Publicity Department

SENIOR INFORMATION ASSISTANT

£2,922-£3,282

Applications are invited from suitably experienced and qualified persons for this position in the Sheffield Civic Information Service. This is a second-in-command position, and the successful applicant will have good prospects of eventually taking over the top post, reporting direct to the Chief Publicity Officer.
The duties will include interviewing, informing and advising the public on a great variety of subjects, including problems of a personal nature. Will have a good academic background, along with a knowledge of the various local services and of social legislation.
Other duties will include :—Correspondence, Abstracting and Indexing information, compilation of publications, lectures on the work of the service, control of staff.
A 37-hour, five-day week is worked, but the service is open for six days a week. All staff are therefore required to work a rota of Saturday duties, with time off in lieu during the week concerned.
Applications giving full personal and career details should be addressed to the Chief Personnel Officer, 5/4 Matilda Street, Sheffield S1 4QD to arrive not later than 18th June, 1976 quoting ref. TES.

CAREERS OFFICERS

(2 Posts)

£2,922-£3,702 or £4,095 or £4,545

to become members of a team working in comprehensive schools within the city. Applicants for each post should be either qualified serving careers officers or students from full or part-time Diploma courses.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. Tel. Coventry 25555, ext. 2292. Returnable by June 11.

coventry

ADMINISTRATION
General
Surveyor

WALES

Part-time (FOUR HOURS)
ASSOCIATION

NATIONAL ADVISER FOR WALES

Salary Scale £5,580 to £6,780 on grade of chief assistant in experience

Applications are invited from candidates with degree or equivalent qualifications and experience in the preschool field and a knowledge of Wales, the work and aims of NVA. The post includes travel and involves considerable travelling.

Further information and application form available from Administrative Officer, NVA, Allied House, Acklam Street, London, W11 4DH, closing date 23rd June, 1976.

Examiners

THE ASSOCIATED EXAMINING BOARD

for the General Certificate of Education

Wellington House, Aldershot
Tel. Aldershot 6311

Applications are invited for the following positions: CHIEF EXAMINER (ADVANCED) and POLITICS Ordinary level.

Applicants should be graduates with generally at least five years' teaching experience and also experience in G.C.E. examination work.

Application forms and further particulars may be obtained from the Secretary (A5) at the Board's offices.

Librarians

BUCKINGHAMSHIRE
AYLESBURY DIVISION
AYLESBURY HIGH SCHOOL
Walton Road, Aylesbury
Head Teacher, Miss M. S. Lambert, M.Sc.

Girls' grammar school; 710 on roll

Required September, CHARTERED LIBRARIAN with teaching qualifications

Removal expenses up to £150 payable in approved cases; also a housing allowance for married and others unable to find immediate accommodation.

Further particulars and application form, unsigned and endorsed on envelope, from Head Teacher.

RICHMOND-upon-THAMES
London Borough of
EDUCATION DEPARTMENT

LIBRARIAN (A5627 to £5,961 per annum

Required for redevelopment work in THAMES VALLEY COLLEGE Twickenham

This college will become part of a new tertiary college in Richmond in September 1977.

Application form and further particulars, available from Education Library, Education Office, Regal House, Twickenham (01-892 4364 extension 240) closing date by 10th June, 1976.

Ancillary Services

ESSEX
COUNTY COUNCIL
KENNYLANDS SECONDARY BOARDING SCHOOL
Bonning Common, Reading
Reading, Mallows Mount.

Matron (Female)

Required for September 1976 for this 11-18 boarding school for 300 normal girls and boys aged 11 to 16. Nursing qualifications desirable, but personal experience and personality are more important. Annual salary according to age and qualifications, between £1,572 for head and assistant for residential schools, Grade 1 (at £1,725 to £2,172 for head and £1,572 for head and lodging.

Application forms and further particulars from County Education Officer, Essex County Council, Market Road, Chelmsford. Telephone Chelmsford 67222 extension 2609. Closing date 30 June, 1976.

OXFORD
OXFORD HIGH SCHOOL
G.P.D.S.T.

Belmont Road, Oxford OX2 9AA

Applications are invited for the post of RESIDENT ASSISTANT HOUSE MISTRESS in the University Boarding House. This post will be available from September 1976. The House is an Edwardian house of 30 girls. Salary scale £2,772 to £3,609 with allowances for supervising duties and superannuation.

Please send details of your experience and qualifications with the name and address of two referees to the Secretary, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL (01-636 7119, quoting reference T1/BT).

Miscellaneous

BIRMINGHAM
ST. BASIL'S CENTRE
We have an other three jobs:-

RECEPTIONIST

WORKER required to take responsibility of our Kiosk at present in the Mail Order centre which is open 7 days a week for information advice and selling of Christian literature. Must be able to work alone and be willing to work a three week rota which includes Sundays.

SECRETARY/BOOKKEEPER required to take responsibility of our Kiosk at present in the Mail Order centre which is open 7 days a week for information advice and selling of Christian literature. Must be able to work alone and be willing to work a three week rota which includes Sundays.

TYPIST required to take responsibility of our Kiosk at present in the Mail Order centre which is open 7 days a week for information advice and selling of Christian literature. Must be able to work alone and be willing to work a three week rota which includes Sundays.

All jobs starting salary £44 per week. Apply in writing, giving full details of age, experience and qualifications to: St. Basil's Centre, 97 Broad Street, Birmingham B15 1AU.

YARDLEY HOUSE for GIRLS

We require a resident WARDEN, single married person, or couple to take full responsibility with supervision and support from St. Basil's Centre, to run a house for four homeless girls—possibly expanding view premises in eight girls.

BOOT NIGHT SHELTER

Lamb YOUTH WORKER required to help run Night Shelter for 16 to 25-year-olds basis. This involves covering nights with voluntary workers and other necessary follow-up during the day basis not yet fixed.

We pay an appropriate salary based on age, responsibility, talent and personality. Applications are also important. Annual leave according to age and length of service. Sickness and Accident Insurance. Pension Scheme. Assistance with removal expenses. Mortgage Assistance for residential posts. Laundry and lodging.

Apply stating which job you are interested in to: The Warden, St. Basil's Centre, Heathmill Lane, Bradford, Birmingham B6 5AX, for further details, job description, etc.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION

AUDIO-VISUAL TECHNICIAN

The Institute of Education is shortly moving to a new building where an AUDIO-VISUAL TECHNICIAN is required whose duties will include:

(a) Servicing and maintaining a new language laboratory.

(b) Supervising a tape library for use in the laboratory.

(c) Transferring cordings and tapes.

(d) Transferring and playing back video tapes.

The person appointed should have a good practical knowledge of electronics and should be willing to help with video and audio equipment in the Institute's sports sound and video equipment in the Institute's sports hall.

Salary will be on the scale for an Assistant Technician, £2,772 to £3,609 with additional allowances for supervising duties and superannuation.

Please send details of your experience and qualifications with the name and address of two referees to the Secretary, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL (01-636 7119, quoting reference T1/BT).

LOTHIAN REGIONAL COUNCIL

DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS

Applications are invited from fully qualified teachers for the following posts:—

SKYE LOTHIAN DIVISION

TEACHER OF MATHEMATICS Responsibility

Applications are invited from fully qualified teachers for the above post, which will be graded as Assistant Principal Teacher (£5,013 to £5,961).

Applications are invited from fully qualified teachers for the following posts:—

PRINCIPAL TEACHER OF ENGLISH (£5,013 to £5,961)

Applications to the Warden at Cockburn House as soon as possible.

English as a Foreign Language

CAMBRIDGESHIRE
CAMBRIDGE AREA
CLASS FOR IMMIGRANT CHILDREN

TEACHER (Scale 3) required for September if possible to teach children of foreign origin. The children have little or no English and who have communication difficulties. The class is being established at Brunswick Junior School in Cambridge and will provide for a wider catchment area, drawing pupils from other schools.

Further details and forms for application (Education Officer, Shire Hall, Cambridge CB3 0AP) should be addressed envelope please), returnable as soon as possible.

CROYDON
Good honours GRADUATE T.E.F.L. qualified required September for part-time and full-time classes. Salary scale £2,772 to £3,609. Apply Principal, Thomas More Centre, Tower Hill, Croydon. 688 5284.

EPSOM
A young College needs a COURSE DIRECTOR

The successful candidate is likely to be T.E.F.L. qualified and experienced in one of the usual ways involving in the development of the College and the extension of responsibility. A challenging and interesting appointment with good career prospects starting at £4,000 per annum.

English College, 15 Copse Edge Avenue, Epsom, Surrey

EPSOM
TEACHERS, permanent and temporary, are required from June, 1976, for secondary, tertiary and non-teaching posts in this expanding college. Salary scale £2,772 to £3,609 plus allowances. Apply to graduates with a R.S.A. Dip. or equivalent in T.E.F.L. and willing to work for at least four years.

Forms from English College, 15 Copse Edge Avenue, Epsom, Surrey.

E.F.L. TEACHER OF TECHNICAL ENGLISH

required for September with ability to help plan and teach basic courses in technical and scientific English. Salary scale, including supervision allowance, £2,772 to £3,609. Apply Head, School of English, 17 Hurlingham Place, Canonbury, London, SW6 3BA.

LONDON, W.2
STANTON SCHOOL Of Traffic
Deputy required E.F.L. teacher to start September 1976. Apply by 15 August 1976.

E.F.L. training and experience essential.

Some permanent posts also available.

Telephone: 01-229 4205.

LEICESTER
THE POLYTECHNIC
LEICESTER

School of Educational Studies
£2,529 to £3,609 per annum

Duties include the preparation, setting up and maintenance of displays of materials and equipment, including audio-visual aids, in preparing exhibitions in the school and adjoining Art and Design Centre, etc. The successful applicant will be responsible for Show Initiative and responsibility in planning and efficient, organised working environment, particularly in the art and craft materials and display areas advocated.

Apply in writing, giving full details of qualifications, etc., to Leicester Polytechnic, 115 the Park, Leicester, LE1 7RH.

CORNWALL
EDUCATION COMMITTEE
HUMANITIES TEACHER
TEACHER FOR PRIMARY SCHOOLS

Applications are invited for the post of Peripatetic Advisory Teacher for Primary Schools. Salary as a Group 3 Head Teacher with subsistence and travelling allowances, essential for use on county cars.

Duties to commence 3rd January, 1977 or as soon as possible thereafter.

Application form and further particulars may be obtained on receipt of a stamped addressed envelope from the Secretary for Education, County Hall, Truro, to whom completed application should be returned by 30th June, 1976.

K. Cridge, Secretary for Education. Education Department, County Hall, Truro, Cornwall.

TREMENDOUS OPPORTUNITY

For people under 30 years of age. Full-time, part-time or Weekends. Part-time work with career prospects. Earn up to £50 per week to start.

Telephone Mr. Woodcock or Mr. Reeds) 0532 606611, Birmingham 021 643 0033, Liverpool 051 236 4010, Manchester 061 834 8627/9.

OXFORDSHIRE
Maintain Leadership Certificate holder for 14-20 Pennine Way expedition for community project August 1976 to assist with transport, food and full support services provided.

Hourly no fee.

Contact: Community Worker, Wantage Centre, Schield School, Wantage, Oxfordshire.

CAMBRIDGE GRADUATE in English, going on V.S.O. as teacher in Ceylon, seeks secondary school in London area; prepared to offer opportunities of teaching practice/observation during June, July, also help in other school activities. Apply, Alexander Frontino, 01-274 7078 in the evenings.

Outdoor Education

REDBRIDGE
(London Borough of)
LEISURE AND RECREATION EDUCATION CENTRE
Clayhall Manor, Glasbury-on-Wye, Nr. Hereford
Warden: H. T. Ogle

Required as soon as possible, Temporary TUTOR INSTRUCTOR for June, July, 1976. Applications are invited from suitably qualified men and women.

Salary Burnham Scale (Main) Outdoor Instructors' Scale (£3,174-£3,609).

Applications to the Warden at Clayhall Manor as soon as possible.

Appointments Wanted

HELP!

I have studied until 23 and am full of enthusiasm to teach young children. Now that I am just taking it up, will anyone please offer me the chance of a job? — Write Box No. T12, 2529, The Times, WC1X 8EZ.

CALIFORNIAN track coach, sports, seeks interesting post for 1976-77 season. Prof. Ref. Coach of Year, Dunsmuir Senior Harbor U.S.A. Box 2529H.

CHARTERED ACCOUNTANT (age 30, wide commercial and manufacturing experience, seeks part-time teaching post in school. Studying for H.D.M.A. in evenings. Would welcome more important than salary. Prefer Central London area. Box T125, The Times, WC1X 8EZ.

MUSIC Teacher, fully qualified and highly experienced, seeks post in primary school. Reply 1976 Club, 19 Thurloe Place, London SW7 2HQ. Preferably within walking distance. Box T1, The Times, WC1X 8EZ.

YOUNG lady teacher, yrs. experience, remedial and French, seeks post. Miss Conley, 8 Beverley Gdns., Chilton, Tyne & Wear.

Educational Courses

LABAN ART OF MOVEMENT CENTRE

Director: Marion North
FOUR SUMMER COURSES
HOW TO DEVELOP CREATIVITY AND DRAMA
Held in Bath at Bath Academy of Art, Corsham, from 25th to 31st July, 1976.

SCHOOLS' DANCE COURSE
Course begins Monday 26th July, 1976, and ends Friday 30th July, 1976. Fees £60 (non-residential) £90 (residential). Applications close 30th June, 1976.

ENGLISH for non-English speakers. Course begins Monday 26th July, 1976, and ends Friday 30th July, 1976. Fees £60 (non-residential) £90 (residential). Applications close 30th June, 1976.

Applications are limited and are not suitable for teachers seeking first employment.

Enrolment for Under 20 on 03-4711 or for Summer Programme. Accommodation available from 23rd September to 2nd October.

Child Education Officer: 0225 6500 (Bath Head Office). Open 9.30 to 1.30 p.m. 18th June, 1976.

SUSSEX

ANN PRITCHARD SUMMER SCHOOLS
Chichester

E.F.L. qualified TEACHERS, July, August, SUPERVISORS, CHAPERONES, DRIVERS, on Board and lodging allowance.
Ellsworth 5511.

TORQUAY
LANGUAGE CENTRE

Vacancies for qualified TEACHERS of E.F.L.
PROGRESS positions starting July/August or September, 1976. Some posts of responsibility available especially for someone with languages and linguistic experience.

This is a new and exciting opening this summer and will offer good long-term prospects to the right staff.

Please write giving full details of qualifications, background and experience to:—
The General Manager, Anglo-World Education Centre, 1/3 Oxford Road, Torquay, Devon TQ1 3SA.

B.F.L. teachers with organizing ability required to arrange visits for Korean students (13 to 17) attending Church Schools in Redhill (July and August) and Hampstead (July) Telephone A.S.A.P. (any time) Scott, London 01-455 7076/8.

ENGLISH Language Teachers required for short/long university vacation courses in London area; preferably with experience of teaching foreign students. Apply to Director, Anglo-Continental Educational Group, 29 Oxford Street, London W1R 1RE.

LONDON, SW1: teachers with specific TEFL training required now and summer.—01-730 1933.

PERMANENT and temporary posts for E.F.L. teachers from June 14.—Alan Langdon School of English, St. John's Road, Clifton, Bristol 8. Telephone: Bristol 36707.

NORFOLK
Two GRADUATE resident TUTORS required in Norwich for the summer term T.E.F.L. experience essential. Additionally, some TEACHERS to assist with sport and entertainments in High Schools and Norwich.

Applications to the principal, Hewitson College, Aylsham, Norwich. Tel: Aylsham 3333.

REDBRIDGE
(London Borough of)
REDBRIDGE LANGUAGE CENTRE
TEMPORARY TUTOR
Duties: Head of Department, Mr M. Fisher
PREPARATORY TEACHERS (Scale 3) required for September, 1976, or as soon as possible thereafter.

PREPARATORY TEACHERS (Scale 2) required for September, 1976, or as soon as possible thereafter.

ENGLISH to non-English speaking pupils in Secondary Schools and some work in Secondary Schools around the borough. These posts are not suitable for teachers seeking first employment.

Enrolment for Under on 03-4711 or for Summer Programme. Accommodation available from 23rd September to 2nd October.

Child Education Officer: 0225 6500 (High Head Office). Open 9.30 to 1.30 p.m. 18th June, 1976.

SUSSEX

ANN PRITCHARD SUMMER SCHOOLS
Chichester

E.F.L. qualified TEACHERS, July, August, SUPERVISORS, CHAPERONES, DRIVERS, on Board and lodging allowance.
Ellsworth 5511.

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ENGLISH Language Teachers required for specialised university-level courses in London from September. Knowledge of German and an interest in arts and literature necessary. Ability to organise conversation according to experience. Please write, giving details, to Box T88 8365, The Times.

F.T.S. has vacancies in good independent Schools.—Contact Deirdre Outscap Managed Agency, 4 Clarges Street, London W1Y 8AJ.

LONDON, SW1: teachers with specific TEFL training required now and summer.—01-730 1933.

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Child Education Officer: 0225 6500 (High Head Office). Open 9.30 to 1.30 p.m. 18th June, 1976.

DURHAM
THE UNIVERSITY

CHORAL SCHOLARSHIPS

The Dean and Chapter of Durham Cathedral and the Senate of the University are now prepared to offer a number of scholarships per annum, which will be tenable for undergraduate courses in the University and may be awarded to those who are willing to sing in the Cathedral Choir. Candidates will be required to sing at a voice trial to be held in Durham in July. Further particulars may be obtained from the Precentor, The Cathedral, Durham, to whom applications should be sent not later than 1st July, 1976.

Exhibitions

IMPERIAL WAR MUSEUM
London Road SE1 6HZ
Tel: 01-735 8922/3
Exhibition of Japanese War Drawings established 1941-45. Lecturing facility available. Open daily 10-6 (Sunday 2-6). Admission free. Parties by appointment.

HAYWARD GALLERY, South Bank, Royal Festival Hall Complex. Arts Council exhibition of Sculpture by John Hilliard, Richard Long, Barry Flanagan, Gilbert & George. Tel: 01-928 3144. Open all day 10-6 and 6-8 Tue.-Fri.

TATE GALLERY The Art of Aubrey Beardsley. Millbank, S.W.1. Open daily 10-6 (Sundays 2-6). Admission 25p, all persons, including students and senior citizens. Wednesdays 10.30 to 6.00. Sunday 2.00 to 6.00.

Awards and Scholarships

BRISTOL
THE UNIVERSITY

ORGAN AND CHORAL SCHOLARSHIPS

The University has instituted two Scholarships—an Organ Scholarship and a Choral Scholarship—tenable at Clifton College Chapel and the Anglican Chapel of Wills Memorial Building, and a Choral Scholarship tenable at the Cathedral Church of the Holy and Undivided Trinity, Bristol.

Each Scholarship of £300 per annum plus certain fees. The Scholarships will be awarded for three years and will be renewable for a further two years. The successful candidates will be expected to read for a degree at the University and to take part in the musical performances of the Chapel Choirs. Applications, stating the name of two referees, should be sent to the Registrar, The University, Bristol BS8 1TH, by 30th June, 1976.

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LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION

DIPLOMA IN ART AND DESIGN EDUCATION

A one-year full-time course commencing September, 1976, for experienced teachers and others who have a first degree of the University of London or equivalent. Applicants should be prepared to spend much time on studio practice and to apply their aspects of art and design to education.

The course invites the submission of studies of students' work in response to an area of personal interest, their own work and special interests. Almost the entire course is devoted to a series of art and design assignments which are concerned with the field of current opportunities in education at all levels.

If you have taught for at least five years and would like to know more about the course, please write for an application form to the Secretary, Institute of Education, 20 Bedford Way, London WC1H 0AL, quoting reference number DAE.

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION

GEOGRAPHY DEPARTMENT
M.A. Course: (Geography in Education)

This course has been developed to serve the needs of teachers of geography and environmental studies. It comprises in depth certain broad aspects of geographical education, and geography's relation to other disciplines, and an examination of the role of geography in the curriculum. The course is planned to be flexible in its content and structure to suit the needs of part-time or a one-year full-time course for graduates with an interest in education or as an own interest subject in the course.

Apply to Advanced Studies Office, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL (01-636 1500 extension 7119) for application form and prospectus.

EDITOR
TEACHERS WORLD

Applications are invited from experienced periodical journalists for the Editorship of TEACHERS WORLD. Practical experience of primary school classroom teaching is essential. Inspiring and leading a small editorial team in providing curriculum articles, book reviews and educational supplements for the school-room teacher is the main requirement.

Please write, giving full details of career to date and present remuneration to Mr. D. S. Dyerson, Evans Brothers (Periodicals) Ltd., Montague House, Russell Square, London WC1B 5BX.

Personal

Announcements

A BUSINESS OPPORTUNITY

For co-workers and Teachers throughout Great Britain to work as home telephone assistants at Local Agents or Personal Visitors.

For an initial send name and address to:—

Dept. L.A., 12 Willow Rise, Sheffield.

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CAMPBELL & ROBSON LTD.
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TEACH ENGLISH ABROAD

Linguarama Ltd. will be holding both COURSES in the TEACHING of ENGLISH as a FOREIGN LANGUAGE during the period 3rd July to 20th July.

These courses are residential and will be held at Linguarama, England: St. Alary's College, Cokethorpe, Witney, Oxon; Lyons, Rutherford College, Canterbury, and Munich, Germany. Education. Applicants should already possess a University degree or a Teaching Certificate or equivalent qualification.

A number of teaching posts in Europe, North America, Japan, Finland, Brazil and Italy will be available for successful trainees in the academic year 1976-77.

The courses are conducted by Direct Method experts, comprise each lasting one week for seven full days. Fees include instruction, teaching materials, board and all meals as well as the use of recreational facilities.

The cost of a seven-day course is £67.20 plus VAT = £77.28.

For further information please write to Linguarama Ltd., 24 Woburn Hill, Addlestone, Surrey, KT15 1DZ.

"This course will be held at Cokethorpe College the September 1976."

LONDON
THE UNIVERSITY
INSTITUTE OF EDUCATION

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If you have taught for at least five years and would like to know more about the course, please write for an application form to the Secretary, Institute of Education, 20 Bedford Way, London WC1H 0AL, quoting reference number DAE.

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JUST WRITE TO THE I. S. J.

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Contact Mortgage & Investment Finance Division, 1 Grosvenor Street, London, W.1. Attention: Miss Lee. Telephone 01-629 0678.

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Tel: 75343/4
Director: Mr. Peachey
M.Sc.Econ., A.C.I.S., F.C.C.A.

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If you are considering house purchase take advantage of our unique service. Compare the following special facilities using our computer. Free insurance. Company funds.

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DESK, Pocket and Wall Diaries for 1977. Send for free catalogue. Prices £1.30, 70p, £2p, plus 21p postage. Min. order £1. Please send cheque to Alin, order £1. Please Alin Publications, Dept. 1ES, Abbot, Devon.

PLASTICS are ideal for all kinds of classroom teaching applications. Send for free illustrated booklet giving full details of how you can obtain plastics at trade prices. Also ideas for using plastics in your teaching. Write to Dept. TES, Plastic Supplies Ltd., 10 Acre Road, Wimbledon, London SW19 2AE.

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LECTURER on study leave will exchange his mid-Wales family house for or part of Ayr.—Box T1, The Times, WC1X 8EZ.

STILL plenty of ex

Rocking the dry root out

Hilary Finch on Afro-Caribbean culture

Natty dread, natty dread now
A dreadlock congo bongo I
Natty dreadlock in a babylon
Roots natty roots natty

If you know what all that means, then you will also know that it is part of a song by Bob Marley and the Wailers—and the chances are that you will also have heard about the Bogle-L'Ouverture publishing company and bookshop in West Ealing.

On April 28, the poet Linton Johnson opened a series of seven fortnightly seminars in this book shop, which, named after two revolutionary heroes of the Caribbean, has, since last October, "sought to provide a unique service in publishing, books, pamphlets, greetings cards and posters" from Africa, the Americas, Asia and the Caribbean.

Coinciding with the publication last month by the Community Relations Committee of *The Arts Britain Ignores* and *All Our Children* (by the Save the Children Fund), these sessions have been showing, by their large and lively support, the value for immigrant youth of supplementary self-help education for which there is too little time in schools. Various aspects of Afro Caribbean culture are being covered in order to educate those to whom the opening words of this article would mean nothing, to give back some of the contributions which black artists have made to the community, and, above all, to stimulate young immigrants to assimilate and contribute to their native and adopted cultures.

Caribbean poetry and music is a unique phenomenon. Like any culture, it speaks of the history of a people, but in this case with an immediacy and urgency, at its worst crude and obtuse and at its best, intense and incisive. It is still a young culture; not until 1565 were Africans first transported to the West Indies; only in 1838 were they finally emancipated from colonialism and slavery. For the twentieth-century West Indian, history is not learnt from the textbook; it is felt as a cumulative experience which Afro-Caribbean music and poetry embodies consistently and overtly.

For a people still searching for their roots, for, more often, good soil in which to transplant them, the cult of Ras Tafari, the worship of the crowned Emperor Haile Selassie as King of Kings, Lord of Lords, conquering Lion of Judah, and Messiah, has become a point of focus, a religion which has influenced their musical and poetic vocabulary—and without some knowledge of this, a good deal of their culture is difficult to understand.

Orthodox Rastafarians do not cut their plaited hair (dreadlocks), they believe that they are the true Israel, that the white man is Babylon, that Ras is the true and living God, and that salvation can come to the black man only through repatriation to Africa.

This amalgam of revolutionary nationalism and Judaeo-Christian imagery is, however, for the young immigrant in Britain, largely the framework for a statement of intent, the imagery of a modus vivendi which deflects their (largely economic and status-oriented) discontent in the sharpest possible way. Few of them would know or adhere to the details of the creed and orthodoxy; many will sport the symbolic red, yellow and green, and ensure Bob Marley and the Wailers's new album "Rastaman Vibration" a place in the charts.

At the first seminar, Jacques Compton and Gus John spoke about the evolution of reggae—music with a heavy, throbbing bass line and antiphonal solo and group singing and chanting which is now as popular in England. From its African roots, it assimilated American rhythm and blues style, and, in the fifties and sixties began to emerge in a clearly distinguishable Caribbean form with the rise of black consciousness in Britain, and as West Indian social life became consolidated around its music.

The rhythms of reggae, the imagery and the particular allusions of the Rastafarian consciousness permeate the work of contemporary poets like Linton Kwesi Johnson:

vibratin vigilance
is how wi move
rockin wid green riddim
de drum
an dry root out

Passages like this from his anthology *Dread, beat and blood* typify the expression of the new generation of West Indian writers and found an interesting contrast to the more conservative poetic expression of Derek Walcott in his latest anthology *Sea Grapes*.

Michael Abbensetts, Guyanese playwright and author of *Sweet Talk* and *Home Again*, came on May 12 to talk about his work. In between his readings and comments on how he worked, the children read *Terminus*, a one-act play by a West Indian playwright, Dennis C. Scott, and out of this came a discussion on the relationship between West Indian dialect and the English language (several of the children found the written dialect difficult to read, although, they admitted, it echoed the way they spoke).

Both Abbensettes and Andrew Salkey (whose novel *Come Home, Malcolm Heartland* was published in April and who came to talk on May 26) were ardent in urging the children to write themselves—about everyday events and people they know and care about. Write from a sense of responsibility, said Salkey, but don't write about it, or you'll be boring. "Pluck an idea out", was the advice of a writer who did just that in his three children's novels, *Earthquake, Drought* and *Hurricane* (Oxford University Press). A collection of stories, poems and plays called "Writing by Young West Indians" (10p from Bogle-L'Ouverture) shows that they are keen to do the same.

Rewrt Thomas, in his preface to an important book by Walter Rodney, a lecturer who was born in Guyana, from Jamaica, wrote:

"struggle is reinforcing the polarization of the world into two camps . . . it is important that every black man be aware of this split and recognize his belongingness to the black camp".

Paul Bogle, born in slavery in 1820 wrote:

"Remember your colour, cleave to the black".

That is the message. Interest and integrity do not mix easily; it is inevitable that developing West Indian culture in Britain should be of an intensely separatist nature, that what were enforced feelings of inferiority should now come to be gloriously new-found feelings of superiority as old roots are discovered and transplanted into new ground.

Bogle-L'Ouverture is taking steps to fertilize that ground by stimulating to educate, to feed the growth of ideas in a context thought out way. Whether it is the right one, and what the harvest will be is for both the imagination and the host communities to consider, estimate and act upon—but for time to tell.

Future seminars until July 5 will be on health and food. Poetry, education and social services. Further information may be obtained from: The Bogle L'Ouverture Bookshop, 5a Chignell House, Ealing, London (W13 8T).

Praetorius, Susato, and a Waltzing Cat

Robin Maconie on the National Festival of Music for Youth

Anthony Friese-Greene, beat adjudicator of a selection trial for this year's National Festival of Music for Youth, reflected on the range of ensembles he had just heard and expressed gratification that schools were now beginning to use whole families of instruments in ensemble work, where once they used to stick to buskins of a single instrument. He may have been thinking—certainly was—of the galluries of B flat clarinets and descant recorders of a year or so ago. What we had just heard had included a beautiful consort of recorders, a full clarinet band, including high D and even clarinets, and even a symphonic wind band on American lines. There is certainly a continuing trend towards authentic and balanced ensembles, and it is encouraging.

Steel bands were also a feature. The interesting developments in this field are partly instrumental, partly idiomatic. One band, for instance, added triangles and tambourines, high clear sounds giving a nice edge to the drums' characteristic woodie tremulous timbre. Its music, too, seemed to be evolving in new directions, with one piece featuring dense and complicated harmonies not usually encountered in such music—a fruitful synthesis, it might be said, of West Indian and British musical traditions. Good arrangements, original work for specific ensembles, were more in evidence this year—always a sign of improving morale. Another steel band, incorporating percussion, congas and conventional drum kit, played a piece specially composed by their West Indian teachers, which expressed a more rhythmically sophisticated synthesis of the two cultures.

Recorders were another delight. It was really amazing to hear such a variety of styles, each of them genuine and imaginative, using the humble instrument of what was once considered as well-intentioned torture. First an ensemble formed on historical lines and directed by a shy young lady in a Liberty print, of about a dozen 12-year-olds. A beautifully matched ensemble including a production bass recorder sensibly crooked to enable short arms to reach the fingerholes, and an accompanying tambour, played two Bourrées by Praetorius with sweetness and delicacy. A Tijuana idiom was surprisingly affected by another recorder band, also from a junior school, which included a fairly large rhythm section and piano. It was most effective; the breathy recorder sound in appropriate opposition to the tropical idiom of the music itself, creating an impression of a cool sea breeze over a hot beach. Yet another junior recorder band contrived with astonishing success to sound like a Dutch barrel organ. This really was a virtuoso performance; small children (many apparently under 10 years old) playing intricate chromatic runs in parallel chords with a lovely rhythm and tightness, spiced by cheeky ornamental figurations, and offset by the barest cymbal and drum accompaniment.

A movement from Haydn's Military Symphony, followed by the ubiquitous "Waltzing Cat" by Leroy Anderson, was played by the all-clarinet band. Though the conductor looked like little more than time-keeping, it was pleasantly evident that the music had been carefully interpreted in preparation, with nicely modulated dynamics, good internal consistency of sound, and, supported by grunting bass instruments, it sounded pleasantly strong. It is worth remarking, in passing, that the sound of three bass clarinets playing in unison is a delight not ordinarily encountered in symphony orchestra concerts.

By and large I detect no dissipation of streams of development in school music. One which seems to be a particular feature of larger comprehensive establishments, emphasizing material things; expensive equipment—loads of it, and loads of participation. The musical idea associated with this type tends to be standard, though a high level of technical finesse is sometimes achieved.

The other stream is modest in facilities and compensatingly more generous in imagination and freshness. Typically, it produces small, well-balanced instrumental groups, selects material from outside the standard repertoire and also makes a feature of original composition and arrangement to suit available skills. School music is certainly confined to university and impressive and this augurs well for the Croydon Festival in July.

We also had our portion of big band music and a smattering of jazz. Some innovation was also in evidence here, not in the repertoire so much as in the band lineup, which seems, if a general view is possible, to be moving more in the direction of electric rhythm instrumentation. Early styles are played with up to date aggro, newer pieces with a less well developed sense of instrumental balance. Overall playing does not impress as it used to, but the changes of instrumentation might be taken as indicating that this is not a recorder which rests on the laurels of yesterday's success, but can do so and have the result admitted: "that is their right".

Though many local schools are connected to the cable system (to which, there has been little response from teachers, but contrast enthusiasm from children (particularly boys and less academically inclined pupils).

Some only want to play, but other children have gone further. A 14-year-old had explained informatively and unaffectedly, his hobby of flying, while his friend on camera

Life, where is thy sting?

John Peter on Samuel Beckett

Samuel Beckett celebrated his seventieth birthday with his own superlative production of *Waiting for Godot* (Royal Court) which ran for an all too short two weeks. The theatre have now continued the festivities.

First, *Endgame*. It gets an abrasive production from Donald McWhinnie who, to my relief, does not make the familiar mistake of treating the thing like a piece of unrelieved doom. He takes the view that Hamm and Clov are essentially people like you and me who happen to be in the last stages of a masochistically interlocked relationship. This means that the relationship, like all things human, has its funny side. The irony of Beckett's cosmic inspiration hides two fussy, exasperated creatures. Stephen Rea is especially striking, playing Clov as a young slave, more angry than tormented, approaching Patrick Magee's Hamm like someone carrying buckets of water to put out Vesuvius. Mr Magee makes the master like a high priest of desolation, his scarred body conveying all the attitudes from lordly glee to crumpled defeat.

He reappears in *That Time*, which is part of a triple bill in repertory with *Endgame*. Those three pieces are plays of memory and death. *That Time* is an internal monologue, a descendant of *Krapp's Last Tape* and *Not I*. An old bearded head, as if decapitated, floats, brightly lit, in complete darkness. It looks like a sinister water-lily, or some monstrosity from Beckett's favourite poet, Dante: a face, hair and beard streaming, falling towards Hell. Perhaps it is trying to escape from the inner voices, his own previous selves, recalling places missed, things lost. At the end, it grins in hideous victory, as if saying, Life, where is thy sting?

It is a piece of vivid, minor visual poetry ruined by a performance of soporific self-indulgence by Mr Magee who recites it with an insistent, rising and falling nasal boom. He has a tendency to soften or swallow the final consonants of his words ("sleep" becomes "sleeh", "dust" becomes "duss") which makes him difficult to understand at the best of times; here it is difficult to stay awake.

I called the piece minor, which goes to show how relative it all is. Once you have written *Waiting for Godot* or *Krapp's Last Tape* you have set yourself standards which are hideously hard to emulate. But imagine this play coming from a new writer: how struck one would be by its visual impact, its cunning combination of craft and simplicity. The same is true of *Play*, a much more subtle work which gets a first-rate revival, again from Donald McWhinnie who extracts more comedy (and therefore more agony) than I have seen before from these marvellously desperate reminiscences by an adulterous trio, almost dead, like all Beckett's characters, but not quite. Anna Massey, Penelope Wilton and Ronald Pickup, with Duncan M. Scott in charge of the inquisitorial lighting, perform with flawless, unsparing excellence.

Win a music centre

The organizers of the Schools Proms announced today that Sanyo Marubeni (UK) Limited will be donating a prize to each of the 15 music groups invited to play at the forthcoming promenade concert at the Royal Albert Hall on November 29 and 30. Mr H. G. Metzger, the Schools Proms director, said: "Each music group will have an opportunity of selecting their prizes from a range of four different items: portable television, two different types of stereo music centres (each comprise a radio, record player and cassette recorder) and a stereo cassette recorder.

Tickets for the Schools Proms are available from the Royal Albert Hall booking office and the prize range from 40p to £2.

How open is the door?

Christopher Griffin-Beale on access television for children

Open Door, BBC-2's access programme, has just celebrated its century by considering past successes and the future of access programmes in general.

The principle of access—handing over air time and technical facilities to the public, groups or individuals, to make their own programmes—is now well-established. But what about access for children and schools' groups—and particularly access to schools transmissions? A recent seminar, organised by Thames Television's education department, brought together some pioneers of television access and examples of work by children. Apart from the desire to initiate a series of such gatherings, Thames had a particular purpose: to feed *Open Door* evidence into the continuing internal discussion about the station's possible contribution to access in educational television.

Many teachers have long recognised how proficient most children quickly become with tape recorders, cameras, even portable video equipment. And the opportunity now more about education who the day time scheduling of the becomes convenient.

The station began a new series, *In the Word*, to give parents good advice on how they could help their children in the preschool years. Now Harlech has moved into the controversial field with *Home and School* (12.30 p.m. on Tuesday) which begins next week. It takes as its starting point that many parents are not sure about their children's education because they do not properly understand the methods of teaching and are unaware of the contribution they as parents can make to children's education".

Both are worried that the approach can lead to parents invading the classroom as it encourages parents to question their children's school to the teachers. However, on the evidence of a preview of the second of the programmes, their fears are certainly groundless. The subject may be relatively controversial—but the approach—*Home and School* is bland.

The second programme, "Teachers at Home", presents present-day teaching methods. Like programme three on language development and reading, the effect is largely to underwrite discovery methods, though there is a gallant attempt to get behind the jargon spoken by most of the experts on the programme. The one concession to the present controversy over these methods is provided by a highly articulate, independent-minded parent who aggressively wonders whether children are learning to read and write as well as they used to, and asks forcefully "Are teachers experimenting on our children?" No attempt is made to answer this question though it may be later in the series.

Other programmes look at the significance of the early years in a child's educational development and at the services which safeguard against or deal with the problems of primary schoolchildren.

Throughout, say the producers, parents are encouraged to go along to the school if anything bothers them; but unfortunately the question of whether teachers are really welcome inside the classroom" is not tackled until programme five. This heightens the impression that this series is suiting its facts to its attitudes; when what is needed is some documentary-type probing.

obligingly zoomed into his exhibits. Or there were the two 12-year-old boys who interviewed a council official about their estate's inadequate playspace. Two years later, nothing substantially had improved, and the boys again interviewed the hapless recreations officer, confronting him with the direct experience of a subject few professional interviewers can muster.

But such examples—technically simple and refreshingly direct—may not long be repeated. Swindon is the only cable station to survive its full experimental period, but when happens when that period expires is still uncertain.

Open Door's future is more assured, but its participants in return for reaching a wider audience face different problems. A backlog of 550 applicants shows how far demand exceeds the limited airtime available. However admirably the production team practise creative self-denial, tactfully offering advice without imposing their professionalism, they still wield the most fundamental influence on any group's ability to communicate through the choice of successful applicants.

Moreover, network television's rigorous technical standards generally preclude groups from operating simple video equipment themselves (although the *Open Door* team have occasionally negotiated special dispensations). Participants have professional equipment and crews at their disposal, scarce resources which impose tight limits on shooting and demand much greater cohesion and discipline from the group than a cable programme.

Many adult groups are rent by tensions during the unfamiliar process of production. Children's groups may need extra guidance to maintain the necessary discipline, and more help in planning their content. And this requires the *Open Door* team's subtle judgment of the boundary between advice and direction.

But children have made some programmes that, witty or worthy, succeeded in their own terms. Some of 16-year-old girls produced a series of stylish vignettes about society's and school's expectations of them. And pupils from Red Lodge, a secondary school for slow learners, demonstrated their school's impressively wide activities, dispelling popular misconceptions about such schools and their pupils.

The original application came technically from a teacher and it could be difficult sometimes to disentangle the teachers' contribution from the children's, deciding whether it is access for a school or for the children. In this case the children were fully involved in the production.

All these observations have been echoed by Roger Tonge, who produced the first *Access* programme for BBC Schools Television, transmitted last autumn in the *Scene* series for secondary school... The programme featured two groups: pupils from a school for the partially sighted who illustrated common misunderstandings about the extent of their handicap, and black girls from a South London comprehensive on their racial situation.

This programme was not discussed at the Thames seminar, but critics elsewhere have said that the producer intervened too much upon the children's autonomy to assure a crisp, technically accomplished programme, which it certainly was. Roger Tonge maintains that the school audience expected a programme of the same standard as other schools programmes. He, therefore, felt a duty to help the children avoid failure. He also judged that no one group should sustain a programme by themselves.

The programme seemed to communicate the children's—or somemessages very well, and was received well by children. But it was only one programme, to be repeated next year, and there may be another programme in 1977-78. This is hardly evidence of strong internal enthusiasm, even if the initial research makes it a particularly costly proposition for schools television.

Again, as with programmes for a more general audience, a local service such as the Inner London Education Authority's television network can accommodate access more easily. Pupils from ILEA secondary schools are regularly given access to the *You in the 70s* series, often dramatizing social situations they know well, as in examples producer Noel Hardy screened at the seminar.

Such a continuing series offers a particular advantage. Roger Tonge had been worried less a group fail to complete its item. With the continuing provision for access, ILEA television can more easily countenance failure—a bad programme or no programme at all. This opportunity to fail is crucial. Without it, participants cannot afford to take risks and innovate, and producers will be more tempted to intervene.

Those programmes are transmitted in supposedly educational series. The participating children certainly learn a lot, but what educational advantage does the audience gain? (This implies a more fundamental question about children learning from one another.)

Children can even learn from a flawed programme by discussing it critically. A more didactic series, on mathematics for instance (as for any schools television is didactic) is obviously better planned by someone experienced in television and teaching mathematics.

But a series intended to arouse discussion about aspects of the pupils' immediate lives (such as *Scene or You in the 70s*) can sometimes carry greater authenticity and conviction with its audience if created by children who directly identify and experience the problems. And the demonstration that other children can communicate through the medium carries an implicit lesson for their contemporaries in the classroom.

The case for access is a gentle one, fully respecting and preserving the value of professionalism. Richard Dunn put it: "There is certainly a role for a literary genius to write a masterpiece, but that's not to stop anyone picking up a pen and writing something."

It has taken a long time for such a parallel to be applied to broadcasting, given the apparent technical complexity and scarce resources. In schools broadcasting this is compounded by lingering doubts about children's capacity to learn from one another.

Open Door producers feel sure that colleagues are beginning to show greater consideration to their interviewees and their arguments. Similarly, perhaps, the value of access programmes in schools television may be felt in a more widespread reappraisal of the contributions children may make to television and the production of other materials for schools.

But there is still one promising area unexplored, children's programmes, where children could communicate to other children without the educational imperative of schools television. Though innocent of experience with access as such, children's programmes already illustrate the mixture of information and entertainment that access programmes might best inherit. And programmes like *Blue Peter* or *Magpie* have long inspired loyal audiences to action in a way that many adult access programmes strive to emulate. Moreover, several well-subscribed competitions for young film-makers and animators, have confirmed the potential children might realize in the medium, given the chance.

Briefings

Radio and TV

Open University and Further Education

The Grand Inquisitor (Saturday 10.10, Thursday 17.25, BBC 2).

The OU course *Personality and Learning* continues with a section on "Creativity". Sir John Gielgud appears as the Grand Inquisitor from Dostoyevsky's *The Brothers Karamazov*. His approach to creating this and other roles will be discussed; also in a linked radio programme (Sunday, 06.00, Friday, 18.05, VHF 3) he will compare it with other performances.

Coming Up to Five (Monday, 18.30, Radio 3).

A two-part series to help parents understand the early years of a child's life. Four programmes on current research into the first year, and four on development up to the age of five.

Family Matters (Monday, 19.00, Radio 3).

What holds a family together? How do they resolve conflicts and overcome communication difficulties between generations? Brooks talks to families from different backgrounds.

Making Votes Count (Wednesday, 21.25, BBC1).

A special programme to mark the publication of Lord Blake's report to the Hansard Society for Parliamentary Government. Lord Blake discusses his report, electoral reform, the Welsh and Scottish assemblies and the issues facing the European parliament.

For schools

Near and Far (Monday, 14.18, BBC 1).

"Not on the Level", for nine to 11-year-olds, is designed to extend skill in understanding and interpreting maps. Looks at contour lines and the display of slopes, followed by film of surveyors at work.

Art and Experience (Tuesday, 9.45, VHF 4).

A general series to appeal to the sixth form. The unit on "Master Composers" is introduced by Anthony Hopkins, and will feature Stravinsky, Shostakovich and Benjamin Britten in succeeding weeks.

A Place to Live (Tuesday, 10.12, Wednesday, 11.20, ITV).

The over-eights take a look at mollusc hiding places in when "The Tides Goes Down". Their enemies, the turnstone, redshank and oyster catcher, search for them under the various seaweeds and rocks.

History 1917-73 (Tuesday, 10.25, BBC 1).

Fourteen to 16-year-olds study the basis of "Mao's China". Documentary film illustrates the organization of labour, industrialization, the Cultural Revolution and its aftermath.

Figure It Out (Tuesday, 11.00, Friday, 9.30, ITV).

Children in the first two years of the junior school are introduced each week to items concerned with number, shape, pattern and problems. Here they have binary numbers, curves with straight lines and patterns within a square.

The World: Real Life (Wednesday, 9.30, Friday, 11.00, ITV).

Infants make the first of three visits to the zoo at Flamingoland in Yorkshire. Animals this week are bears, penguins and pelicans, a giant tortoise and some alligators.

Science All Around (Wednesday, 9.38, BBC 1).

"Adaptation" aims to teach nine to eleven-year-olds what different animals need to survive and how they adapt.

Discovery (Wednesday, 11.20, VHF 4).

A unit on "Colour and Texture" continues with "Look", a programme for nine to eleven-year-olds providing exercises in simple observation.

Life Cycle. (Wednesday, 11.40, VHF 4).

"In Control" introduces 11 to 13-year-olds to the central nervous system. Defines reflex arcs and the role of hormones.

ome and school

olyn O'Grady

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Revived radiovision

Nature, the BBC Radio series for eight to 10-year-olds was first broadcast when audio-visual resources on the living world were limited. For the last four years the series has been produced by Peter Ward and it is no doubt due to his acute awareness of the needs of both teacher and pupil—he is an ex-teacher—and high standards of production that the programme has been able to retain a good audience rating in the face of increasing competition from commercial audio-visual aids concerns.

Each year the series includes a number of "Radiovision" programmes—sound broadcasts coupled to pre-purchased filmstrips. In many cases these cease to be available after the broadcast but now the BBC are offering some pre-1971 programmes for sale.

Looking at Waste Ground (1969) is undoubtedly the most useful of these, typifying all that is best in the basic approach to environmental studies at this age range. The sound commentary is written through the eyes of one of the participating children and explains how they studied a piece of derelict land close to their school.

The accompanying filmstrip shows the children at work, their discoveries and examples of their classroom work. The programme includes information on the flora and fauna of the site—the photographs are of a particularly high standard—and also details of how to carry out simple plant surveys.

compare soil types and do a little archaeology in the remains of the demolished houses.

Completely different in approach and subject material are *Lions in Kenya* (1967) and *Seals* (1971). These are aimed at children of about eight years old and seek to provide a simple, yet informative introduction to the subject. Lions are always interesting and the programme capitalises on this in an attempt to introduce children to the social order found both within the pride and between different species.

Unfortunately the programme lacks progression and suffers from a too didactic script which does not allow the children to learn from the BBC are offering some pre-1971 programmes for sale.

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Seals, unlike lions are rarely studied in any depth by children, partly due to the fact that there is little scientific study. This programme seeks to introduce the children to this aquatic mammal and its isolated habitat. The sound commentary is simple, yet informative and contrasts sharply to the lions programme.

During the autumn term *Nature* will be broadcasting a programme entitled *The Grey Seal* and any teachers using this would find *Seals* a welcome addition to their topic.

Derrick Catland